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Our Language

FIRST BOOK

BY

LIDA B. McMURRY

AND

F. T. NORVELL

B. F. JOHNSON PUBLISHING CO.

ATLANTA—RICHMOND—DALLAS

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PREFACE

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OUR LANGUAGE

FIRST BOOK

(10) Playing Dòctor.

OUR LANGUAGE

SECTION 1

The Study of a Picture

How many children do you see in the picture on the opposite page? What is the girl holding in her lap? What has the boy in his left hand? in his right hand? How is he dressed? What is the girl wearing on her head? What do you see on the table? See if you can suggest another name for the picture.

SECTION 2*

Telling Sentences

Write complete answers to the questions asked in Section 1. Arrange your answers in a column, thus:

1. I see two children in the picture.
2. The girl is holding a doll in her lap.

* The stars by section numbers refer to corresponding numbers in "Suggestions to Teachers," beginning on page 187.

Each answer that you have written is a **sentence.** How many sentences have you? With what kind of letter does each sentence begin?

Every sentence should begin with a capital letter.

What does the first sentence tell? What does each of the other sentences tell? Since each of your sentences *tells* something, what kind of sentences might we call them?

What mark is placed at the close of the first telling sentence? the second? What mark did you place at the close of each of the other sentences?

A period should be placed at the close of every telling sentence.

EXERCISE

Look at the picture on page 10 and write answers, in complete sentences, to these questions:

1. Who is holding the doll?
2. In what kind of chair is the girl sitting?
3. What is the boy wearing on his nose?
4. Where is his hat?
5. With what is the table covered?
6. Where is the bottle?

What kind of sentences have you written? With what kind of letter did you begin each sentence? What did you place at the close of each sentence?

SECTION 3

The Old Love

I once had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white, dears,
And her hair so prettily curled.
But I lost my poor little doll, dears,
As I played in the fields one day,
And I cried for her more than a week, dears,
But I never could find where she lay.

I found my poor little doll, dears,
As I played in the fields one day;
Folks say she is terribly changed, dears,
For her paint is all washed away;

And her arms trodden off by the cows, dears,
And her hair not the least bit curled,
Yet, for old time's sake, she is still, dears,
The prettiest doll in the world.

—CHARLES KINGSLEY

Tell, in complete sentences, how the doll looked before she was lost; about how long she was lost; where she was found; how she was changed; why she was still "the prettiest doll in the world."

Tell in your own words the story of the lost doll.

SECTION 4*

A Story from Suggestions

1. Mary finds her lost doll.
2. She plays that the doll has fever.
3. Her brother John acts as doctor.

Tell this story in your own words. (See picture, page 10.)

SECTION 5

Franklin and His Whistle

When Benjamin Franklin was a child seven years old, a friend one day filled his pockets with coppers. He started at once to a toyshop to buy something. On the way he met a boy blowing a whistle. Benjamin was so charmed

with the sound of it that he gave the shopkeeper all of his money for one. When he returned home, his brothers and sisters told him that he had given four times as much for the whistle as it was worth. They laughed at him so much for his folly that he burst out crying. This proved a good lesson for young Franklin. Ever afterward, when he was tempted to buy something he did not need, he thought of the money he had wasted on the whistle.

After reading this story silently, tell, in complete sentences, how old Franklin was when he received the coppers; what he did with the money that was given him; why he bought a whistle; what happened when he returned home; what lesson he learned. Then close your book and tell the story in your own words.

EXERCISE 1

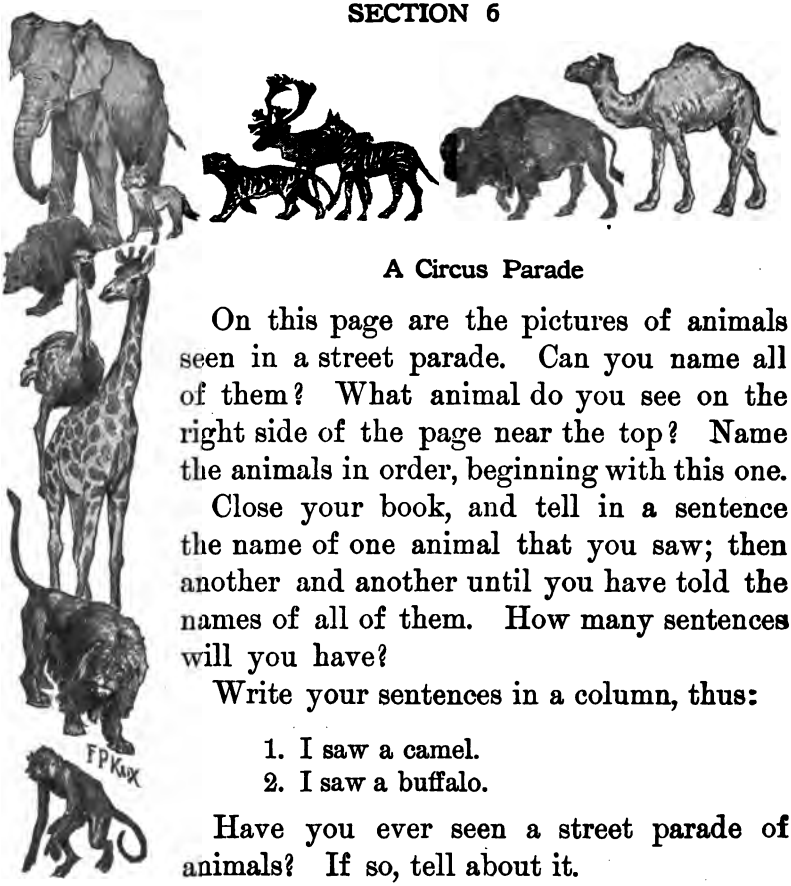
Write a telling sentence about each of the following:

Franklin's age; what a friend filled his pockets with; what he bought; what his brothers and sisters told him when he returned home; what they did; what he thought of ever afterward when he was tempted to buy something he did not need.

EXERCISE 2

Have you ever made a whistle? If so, tell how you made it. If not, describe some whistle that you have seen.

SECTION 6



A Circus Parade

On this page are the pictures of animals seen in a street parade. Can you name all of them? What animal do you see on the right side of the page near the top? Name the animals in order, beginning with this one.

Close your book, and tell in a sentence the name of one animal that you saw; then another and another until you have told the names of all of them. How many sentences will you have?

Write your sentences in a column, thus:

1. I saw a camel.
2. I saw a buffalo.

Have you ever seen a street parade of animals? If so, tell about it.

EXERCISE 1

Write six telling sentences about objects that you saw on your way to school.

EXERCISE 2

Write complete sentences telling—

1. How far you live from school.
2. How long it takes you to get to school.
3. Whether you ride or walk.
4. What lesson you recite first.
5. How many lessons you recite.
6. What your favorite game is.
7. How many rooms your schoolhouse contains.
8. How many windows in your schoolroom.
9. When you start home.

SECTION 7

Davy Crockett and the Bear

Davy Crockett was the greatest bear hunter that ever lived in Tennessee. A story is told that one day he found some young bears, or cubs, in a hollow tree. Davy wanted to take the cubs alive and carry them home. The only way to get to them was by climbing up to a hole in the tree and going down the hollow inside. Davy did this; but, as he was bebinning to climb out with the cubs, he looked up and saw a dark object in the hole above him. It proved to be the mother bear, who had returned home and was coming down to protect her children. Davy was so frightened that his heart leaped into his throat; but all at once a happy thought struck him. The bear was coming down backward and, as soon as she was within reach, Davy grasped her tail, and,

prodding her in the side with his hunter's knife, he made her pull him up to the hole; then he quickly jumped out and escaped.

—Tennessee History Stories

After reading this story carefully, close your book and ask questions of some one in the class about the following points:

Who Davy Crockett was; what he found in a hollow tree; what he wished to do with the cubs; what his plan was to get them; what he saw when he started out with them; how the mother bear was coming down the hollow tree; how he made the bear pull him up to the hole in the tree; what he then did.

SECTION 8

Asking Sentences

Write the questions that you asked about Davy Crockett. Arrange them in a column, thus:

1. Who was Davy Crockett?
2. What did he find in a hollow tree?

How many questions have you written? What is asked in the first question? What is asked in each of the other sentences? Since each of these sentences *asks* something, what kind of sentences might we call them?

What mark is placed at the close of the first asking

sentence? of the second? What mark did you place at the close of each of the other asking sentences?

A question mark should be placed at the close of every asking sentence.

EXERCISE

Would you like to know more about Davy Crockett? Ask your teacher five questions about him.

SECTION 9

A Guessing Game

The teacher tells the pupils that she is thinking about some object in the schoolroom. One pupil at a time, with the consent of the teacher, goes to the blackboard and writes a question, which may be answered by "yes" or "no," in order to find out what this object is. The teacher writes the answer after each question. That pupil wins the game whose question makes the teacher tell what the object is. For example, the teacher thinks of the blackboard. The questions and answers might be as follows:

(*Mary*)	Is it on your desk?	No.
(*Sam*)	Is it on any desk?	No.
(*Lucy*)	Is it on the floor?	No.
(*Harry*)	Is it on the wall?	Yes.
(*Jane*)	Is it a picture?	No.
(*John*)	Is it a map?	No.
(*Julia*)	Is it the blackboard?	Yes.

SECTION 10

Buying a Pony

You wish to buy a pony. One of your neighbors has one to sell, but it is out on his farm and you have not seen it. Ask the owner about the pony until you are sure whether you want it or not. Ask at least six questions.

EXERCISE 1

Write the questions that you have asked. With what kind of letter will you begin each question? What mark will you place at the close of each?

EXERCISE 2

Write eight asking sentences about the picture on this page.

SECTION 11

The Baby

Where did you come from, baby dear?
Out of the everywhere into the here.

Where did you get your eyes so blue?
Out of the sky as I came through.

What makes the light in them sparkle and spin?
Some of the starry spikes left in.

Where did you get that little tear?
I found it waiting when I got here.

What makes your forehead so smooth and high?
A soft hand stroked it as I went by.

What makes your cheek like a warm, white rose?
Something better than any one knows.

Whence that three-cornered smile of bliss?
Three angels gave me at once a kiss.

Where did you get that pearly ear?
God spoke, and it came out to hear.

Where did you get those arms and hands?
Love made itself into hooks and bands.

Feet, whence did you come, you darling things?
From the same box as the cherub's wings.

How did they all just come to be you?
God thought about me, and so I grew.

But how did you come to us, you dear?
God thought of you, and so I am here.

—GEORGE MACDONALD

What is the first question asked? What is the answer to it? What is the second question? What answer is given? What is meant by the "three-cornered smile"? What is a cherub? To what is the baby's cheek likened? What is meant by a "pearly ear"? What do you understand by "starry spikes"? What is the meaning of "Love made itself into hooks and bands"? Close your book and describe this baby.

EXERCISE 1

Study the poem until you can give the exact words of the poet in answer to any question asked. Some of the questions may be the following:

What question is asked about the baby's eyes? What is the answer to it? What question is asked about the light in the baby's eyes? What is the answer? What is asked about the little tear? the forehead? the cheek? the feet?

EXERCISE 2

Your teacher will ask one half of the pupils in the class to go in turn to the blackboard and write, in order, the questions asked in the poem. Sufficient space for the answer should be left after each question.

After this work has been completed, the other half of the class will go to the board in turn and write the answers as given in the poem.

SECTION 12

Guess What I Am

I can walk. I can run, too. I make little noise as I move about. My coat of hair keeps me from getting cold. I like meat to eat. If I cannot get meat, I will take a bone. My house has no windows and but one door. I follow my tail when I lie down.

Do you know what I am?

EXERCISE

Each pupil will write a guessing game about some familiar animal. Do not tell too much at first.

Read to the class what you have written. If no one can guess what animal is meant, you will have to tell more facts about it.

SECTION 13

A Story from Pictures

Study these three pictures closely and tell the story which you gather from them.

Tell about some tricks that you have seen a dog play.

SECTION 14

Use of *Is* and *Are*

Read carefully the following sentences:

1. Apples are good to eat.
2. An apple is round.
3. Ripe plums are juicy.
4. A plum is bitter when green.
5. A cherry is smaller than a plum.
6. Some cherries are red.
7. What fruit is first green, then red, then black?
8. Where are my blackberries?
9. There are five seeds in this apple.
10. The largest one is almost brown.

In the first sentence, is one or more than one apple spoken of? What little word is used after *apples?* Is one or more than one apple spoken of in the second sentence? What little word is used after *apple?*

In the third sentence, is one or more than one plum spoken of? What little word is used after *plums?* Is one or more than one plum spoken of in the fourth sentence? What little word is used after *plum?* Answer similar questions about each of the remaining sentences.

When we speak of one, which word should we use —*is* or *are?* When we speak of more than one, which word should we use?

EXERCISE 1

Use *is* or *are* in sentences about each of the following words:

snow	pencils	table	ink
books	desk	horses	pins
boats	cloak	engine	maps

EXERCISE 2

Copy these sentences, filling correctly the blank space in each with *is* or *are:*

1. The leaves —— falling.
2. One tree —— bare.
3. A squirrel —— in that tree.
4. Nuts —— still on the tree.
5. One nut —— in the squirrel's mouth.
6. Two other squirrels —— running up the tree.
7. They —— hungry.
8. One stalk of golden-rod —— at the foot of the tree.
9. Many purple asters —— near.
10. The world —— quiet.

Tell why you use *is* in some sentences and *are* in others.

EXERCISE 3

Change each of the telling sentences in Exercise 2 to asking sentences.

SECTION 15

Kind Hearts

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits.

What a queer garden! What are the roots in this garden? Why are kind thoughts called roots? What are the blossoms? Why are kind words called blossoms? What are the fruits of this garden? Why are kind deeds called fruits?

Tell why *are* is used in each line of this rime.

EXERCISE 1

Write the rime "Kind Hearts" from memory.

EXERCISE 2

Make sentences telling the color of—

A lemon, golden-rod, snow, lilies, the sky, cherries, a strawberry, violets.

EXERCISE 3

Change each of the telling sentences under Exercise 2 to asking sentences.

SECTION 16

The Grocer and His Donkey

A grocer went to town and bought several heavy sacks of salt. He loaded them upon his donkey's back and started homeward. On their way they had to cross a little stream of water across which there was no bridge. On reaching the middle of the stream, the donkey stumbled and fell. As he arose, the water was dripping from his sides. He was greatly pleased, however, for he felt that his load was much lighter.

The grocer had lost so much salt that he decided to return to town and get a fresh supply. This time he put on a heavier load than at first. When the donkey reached the stream, he fell again—this time on purpose. He arose as before with a much lighter load.

The grocer made up his mind to break his donkey of such tricks; so he again returned to town and loaded him with great bags of sponges. Again they reached the stream, and the donkey fell at the same place where he had fallen twice before. He started to rise, thinking that his load would be lighter. He was surprised to find that it was very much heavier. With great difficulty he succeeded in getting on his feet.

His master now led him slowly back to town and loaded him with salt. When the donkey came to the stream this time, he picked his way carefully so as to make no misstep. The crossing was made without accident, and the grocer arrived home that night with his entire load of salt.

Tell this story in your own words.

EXERCISE

If you wished to find out whether a person had read this story carefully, what questions would you ask? Ask at least ten. Write your questions.

SECTION 17

A Riddle

Two legs sits on three legs and holds one leg in his lap. In comes four legs and runs away with one leg. Up jumps two legs, picks up three legs, throws it at four legs, and makes him drop one leg.

After studying the picture carefully, tell in your own words what this riddle means.

EXERCISE 1

Round the house,
Round the house,
And only one track.

What is it?

EXERCISE 2

Memorize:

The cloud is my mother,
The wind is my father,
My son is the rivulet clear;
The fruit is my daughter,
The rainbow my laughter,
The earth is my resting-place dear.

Do you know what I am?

EXERCISE 3

Ask the class some riddle that you have heard.

SECTION 18

A Test Review

Write answers, in complete sentences, to the following questions:

1. Who lost her doll in the field one day?
2. What did you see on your way to school?
3. How many pupils are there in your school?
4. With what kind of letter should every sentence begin?
5. What should be placed after every telling sentence?
6. What should be placed after every asking sentence?
7. Is your ink black or blue?
8. Where is your box of pencils?

Write the questions which the following sentences answer:

1. Chipmunk is another name for ground squirrel.
2. A young bear is called a cub.
3. The boy spent all his money for a whistle.
4. The little boy has a watch in his left hand.
5. The little girl has a pair of spectacles on her nose.
6. The ground squirrel was playing on the fence.
7. Cherries are ripe.
8. There are six boys absent from school.

SECTION 19

An Unfinished Story

Before school, Joe had seen a ground squirrel near the rail fence across the road from the schoolhouse. At recess he went to look for Master Squirrel. Sure enough, there he was, perched on the lowest rail. Joe at once made a dash for him, and the fun began. Master Squirrel was so nimble that, whenever Joe put his hand out to catch him, the little animal turned suddenly or dashed under the rail, only to come up again in another place. The school bell rang, but Joe did not hear it. On went the chase until Joe and Master Squirrel were both tired out.

Finish the story from these suggestions:

Joe thinks of school—questioned by teacher—his excuse for being late—laughter of the children—the punishment.

SECTION 20

The Study of a Picture

Answer these questions about the picture:

Whose pet is this? Do you think this donkey has been working? Why? What do you think he has been doing? What kind of care is he receiving? Do the girl and her mother like him? Why do you think so? What does the dog think of him? What would be a good name for this picture?

EXERCISE

Close your book and describe the picture as accurately as you can.

SECTION 21

A Pet Animal

If you have a pet, write about it. If you have none, write about some pet that you know. Perhaps the following questions will help you:

What is the name of your pet? How large is it? How old is it? What is its color? What does it eat? How does it eat? What can it do? How does it play? Where does it play? Where does it sleep? What care does it need? Who cares for it?

SECTION 22

A Story from Pictures

Study these three pictures closely, and tell in your own words the story of the hen and the chick that was choked with an acorn.

SECTION 23

How to Write Names of Persons

1. My name is Margaret Brown.
2. Jane Elizabeth Brown is the name of my sister.
3. The name of my father is Charles Henry Brown.

Which words in the above sentences are names? With what kind of letter does Margaret begin? Brown? Jane? Elizabeth?

Write on the blackboard the names of several persons whom you know. With what kind of letter does each name begin? In writing, how does the name of a person always begin?

Names of persons always begin with capital letters.

In the first sentence *Margaret* is a "given name" and *Brown* a "family name." Can you tell why? What are the given names in the second and third sentences? What is the family name?

What is your family name? What are the given names in your family? What are the given names of the children in this class? What are their family names?

EXERCISE 1

Write the given names of ten of your friends; then write their family names.

EXERCISE 2

Copy and complete the following sentences:

1. My name is ——.
2. My deskmate is named ——.
3. The name of my teacher is ——.
4. My father is named ——.
5. —— is the name of the President of the United States.

SECTION 24

How to Write Initials

1. The name of a great poet is Henry Wadsworth Longfellow.
2. It is often written Henry W. Longfellow.
3. Robert Louis Stevenson sometimes signed his name R. L. Stevenson.

What is Longfellow's full name? What does *W.* in the second sentence stand for? What mark is placed after the letter *W?* In the third sentence what do the letters *R. L.* stand for? What mark is put after each of these letters?

When only the first letter of a name is given, it is called an **initial.**

What are the initials of your given names? With what kind of letters are initials written? What should you place after each initial?

EXERCISE

Write the full names of five of your friends. Then write the same names, using initials for the given names.

SECTION 25

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

—ROBERT LOUIS STEVENSON

To what are the words of this poem spoken? How many of you have seen the wind toss the kites on high? Were you holding the string of one of the kites? If so, tell what the kite did. Have you seen the wind blow the birds about the sky? Have you heard the sound that Robert Louis Stevenson heard as the wind passed over the grass?

In the second stanza he tells us that he sees what the wind does, but that he cannot see the wind itself. What are some of the different things that the wind does? Have you, too, felt it push? How do you like to have the wind push you? What kind of call does the wind make? What kind of song does it sing?

EXERCISE

Learn this beautiful poem so that you can repeat it whenever you hear the singing and calling of the wind.

SECTION 26

How to Write the Word *I*

Notice in the poem of "The Wind" how many times the poet in speaking of himself uses the word *I*. Is it printed in every case with a capital or a small letter?

In Section 12 a dog is represented as talking. He uses the word *I*. How many times does he use it? Is a small letter or a capital used each time? In the poem of "The Old Love" (Section 3) with what kind of letter is the word *I* printed? With what kind of letter should you always write the word *I*?

EXERCISE

Write the poem of "The Wind" from memory.

SECTION 27

Capital Letters in Poetry

Star light, star bright,
First star I see to-night,
I wish I may, I wish I might,
Have the wish I wish to-night.

With what kind of letter does the first word of each line of this rime begin? Look at the poem of "The Old Love" (Section 3) and see with what kind of letter each line begins. See if this is true of the poem in Section 11. See if the same thing is true of the poems in your reader. How should every line of poetry begin?

EXERCISE 1

Write the rime from memory.

EXERCISE 2

Write several wishes that you might make after repeating the rime on a starlight night.

SECTION 28

"Do As I Do"

A leader is chosen. He says, "Do as I do"; then he marches about the room. You follow, watching every move he makes. You must do just as he does.

If he touches the door, you must all touch the door. If he places his hands on his head, you must all place your hands on your heads. If he runs lightly on his toes, you must all do the same.

Sometimes he will say, "Do not do as I do"; then you must be careful not to do anything that he does. In most cases, however, he will tell you to do as he does.

After you have played "Do As I Do," tell all that you did.

EXERCISE

Tell how "Drop the Handkerchief" is played. If you have never played it, describe some game that you have played.

SECTION 29

The Bow That Bridges Heaven

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

—CHRISTINA ROSSETTI

Describe some rainbow that you have seen. What colors did you see in it? Through what does the sunlight pass to make the rainbow?

Let the sunlight pass through a glass prism to a white wall. What colors do you see on the wall? Are they the same colors that you saw in the rainbow? Name them in order.

EXERCISE

Write from memory the poem of "The Bow That Bridges Heaven."

SECTION 30

Iris, the Rainbow Queen

Long ago people believed that kings and queens lived in the sky, on the mountains, and in the sea. They thought that the highest mountains touched the sky. They believed that the great king of the sun, who was as bright as the sun itself, often came down upon one of the highest mountains to see his queen, who lived there.

This queen was very beautiful. Around her floated clouds as soft and white as snow. On her neck and arms sparkled the brightest of water drops; for she was the queen of the clouds and of the water drops.

The sun king and the cloud queen had a child who was even more beautiful than her mother. Her name was Iris. They gave her dresses of the most beautiful colors that could

be found. Iris liked to come down to the earth, and the sun king always sent by her his message to the earth people.

The sun king and the cloud queen built for their child a bridge that reached from the sky to the earth. It was a wonderful bridge of violet, blue, green, yellow, orange, and red—the colors that Iris always wore. It was shaped like a bow and could be let down to the earth and drawn back to the sky. When this beautiful rainbow bridge was let down, the end was fastened to the earth by a pot of gold. Over this bridge Iris would trip down to the earth to bring her father's messages.

Iris loved the waters of the rivers and of the sea. In them she saw the bright colors she wore. She touched the white shells on the seashore, and they, too, put on her colors. She kissed the flowers that grew upon the earth, bringing to them sunbeams from her father and water drops from her mother.

One deep blue flower, which grew by the water's side and in the shade of the woods, she loved best of all. She had kissed it and left upon it many sparkling drops of water. Do you know the name of this flower?

Tell this story.

EXERCISE

Tell in writing:

(*a*) What color you like best; (*b*) in what fruits you see this color; (*c*) in what flowers you see it; (*d*) what birds, if any, wear it; (*e*) when you see it in the sky; (*f*) with what other color it looks well.

SECTION 31

A Story from a Picture

Play that these puppies are your own, and make a story about them. Give each of them a name; tell where you got them; where you keep them; what care you give them; how they play; what mischief they do.

EXERCISE

Tell in writing the story that you told orally about these puppies.

SECTION 32*

Names of Places

1. The city of Washington is the capital of this country.
2. The largest city in the United States is New York. It is in the state of New York.
3. London is the largest city in England.
4. The owner of that house lives in Richmond, Virginia, at the corner of Grove Avenue and Plum Street.
5. Guilford and Mecklenburg are counties in North Carolina.

In these sentences which words are names of cities? of countries? of states? of streets? of counties? With what kind of letter does each of these names begin? Make a rule for the use of capital letters when writing the names of places. Write the rule on the blackboard.

EXERCISE 1

Write the names of five cities, five states, five countries, five streets, and five counties.

EXERCISE 2

Use each of the following names of places in a written sentence:

Chicago	Fifth Avenue	Georgia
Mexico	Main Street	Canada
Illinois	Atlanta	Texas

SECTION 33

Names of the Days of the Week

1. I go to church on Sunday.
2. I have holiday on Saturday.
3. I go to school on Monday, Tuesday, Wednesday, Thursday, and Friday.

In these three sentences what words besides *I* begin with capital letters? Write these words in a column. Of what are they the names?

Now make a rule for the use of capital letters in writing the names of the days of the week. Write the rule on the blackboard.

EXERCISE 1

Write seven sentences, telling in each one thing you did on some day last week; thus:

1. Last Saturday I played marbles.
2. I went to church on Sunday.

EXERCISE 2

Write the following rime from memory:

Monday's child is fair of face;
Tuesday's child is full of grace;
Wednesday's child is loving and giving;
Thursday's child works hard for a living;
Friday's child is full of woe;
Saturday's child has far to go;
But he that is born on the Sabbath day,
Is happy and blithe and good and gay.

SECTION 34

The Twelve Months

What is the first month in the year? What do we call the first day of January? What kind of weather do we have in January?

What is the second month? Do you know an interesting fact about the length of this month? What great President's birthday do we celebrate in February? What other day in February do you like? Ask your teacher to tell you the story of St. Valentine.

What is the third month? For what is March noted?

What is the fourth month? April is the month of what? Were you ever out in an April shower? If so, tell about it. How do you celebrate Arbor Day?

What is the fifth month? What does May bring? When is May Day? What do you do on that day? On what day of this month is Memorial Day?

What is the sixth month? What kind of weather do we have in June?

What is the seventh month? What day do we celebrate in July?

What is the eighth month? the ninth? the tenth? In which of these months do you begin school? The Indian "Moon of Falling Leaves" comes in the tenth month.

What is the eleventh month? What holiday comes in November?

What is the last month of the year? What glad day does it bring?

How many months in a year? Name them in order.

EXERCISE

Which month do you like best? Tell, in complete sentences, several reasons for liking it best. Write these sentences.

SECTION 35

The Months

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gillyflowers.

August brings the sheaves of corn,
Then the harvest home is borne.

Warm September brings the fruit,
Sportsmen then begin to shoot.

Fresh October brings the pheasant,
Then to gather nuts is pleasant.

Dull November brings the blast,
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire, and Christmas treat.

—SARA COLERIDGE

Notice the names of the months in this poem. With what kind of letter does the name of each begin? Write on the blackboard a rule for the use of capital letters when writing the names of the months.

EXERCISE

Copy the following sentences and fill in the blanks correctly:

1. The birthday of Washington is celebrated in the month of ——.
2. April showers bring —— flowers.
3. —— is the first month of the year.

4. Last year I had vacation during the months of ——, ——, and ——.

5. Thanksgiving comes in the month of ——.

6. —— is the first day of the week.

7. ——, ——, ——, ——, and —— are school days.

SECTION 36

The Four Seasons

What are the names of the four seasons? What are the spring months? What difference do you notice between the length of the days in spring and the length of the days in winter? What kind of weather do we have in spring? What does the farmer do? the housekeeper? What do the birds do? What flowers blossom in spring? How do the meadows look? Describe how the trees in the orchard and in the forest look in the spring.

Mention some of the signs of summer; of autumn; of winter.

Remember that—

The names of the seasons should *not* begin with capital letters.

EXERCISE

Write, in separate columns, the names of the winter months; the spring months; the summer months; the autumn months.

SECTION 37

The Seasons

What does it mean when the bluebird comes
And builds its nest, singing sweet and clear?
When violets peep through the blades of grass?—
These are the signs that spring is here.

What does it mean when the berries are ripe?
When butterflies flit and honeybees hum?
When cattle stand under the shady trees?—
These are the signs that summer has come.

What does it mean when the crickets chirp,
And away to the south the robins steer?
When apples are falling and leaves grow brown?—
These are the signs that autumn is here.

What does it mean when the days are short?
When leaves are gone and brooks are dumb?
When fields are white with drifted snow?—
These are the signs that winter has come.

The old stars set and the new ones rise,
The skies that were stormy grow bright and clear;
And so the beautiful, wonderful signs
Go round and round through the changing year.

—GEORGE COOPER

Memorize this poem.

SECTION 38

What the Moon Saw

In a little volume called "A Picture Book without Pictures," by Hans Christian Andersen, the moon relates many things that it has seen in its travels. This is one of the stories that it tells:

The owner of a bear was sitting in the dining-room of an inn, eating his supper. Tied behind the wood pile outside, stood the bear. The poor beast had never done anyone any harm, although he looked terrible enough.

Upstairs in the garret three little children were playing in the moonlight. The oldest might have been six years old, the youngest not more than two. Clap! Clap! something was coming up the steps. What could it be? The door

sprang open. It was the bear—the big, shaggy bear. He had become tired of staying in the yard and had found his way up the steps.

The children were very much frightened, and each of them hid in a corner. The bear soon found all three of them and smelt them, but did them no harm. "That is certainly a big dog," thought they. After creeping out from their hiding places, they began to stroke him, and he lay down on the floor. The youngest child climbed upon him, and with his curly head played hide-and-seek in the bear's thick, dark fur. Now the oldest child took his drum and beat upon it. The bear stood up on his hind legs and began to dance. It was a charming sight. Each child took a gun. They gave one to the bear, too, and he held it quite correctly. It was a splendid comrade that they had found. "One! two! One! two!" cried the drummer boy, and they all started to march around the room.

Just then some one opened the door. It was the mother of the children. You should have seen her speechless terror, her pale face, her half-opened mouth, and her staring eyes. But the youngest child nodded blissfully and cried out, "We are just playing soldiers!" And then the owner of the bear entered.

Read this story silently; then tell it in your own words.

EXERCISE

Tell, if you can, a story about some tame animal that you have known.

SECTION 39

The Eagle

He clasps the crag with hookèd hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

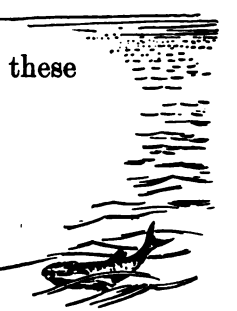
The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

—ALFRED TENNYSON

Tell the story which this poem and these pictures suggest.

EXERCISE

Write the poem from memory.



SECTION 40

An Unfinished Story

One morning Harry started off to school in great glee. His report for the previous month had been so good that his father had given him a dime as a reward. He did not take any lunch with him, for he intended to buy some fruit and cakes at recess. As he neared the schoolhouse he saw a man with a hand organ and a monkey.

Finish the story from these suggestions:

A crowd of delighted children—how the monkey was dressed—what the monkey did when the organ began and when it stopped—what Harry did with his dime—how his deskmate divided lunch with him—what Harry's father said.

SECTION 41

A Test Review

1. Write the name of George Rogers Clarke, using initials for both of the given names.
2. Write a sentence telling what county and what state you live in.
3. Write what month and what season this is.
4. Tell in writing what holiday, if any, comes this month.
5. Tell in a written sentence the name of the day of the week which you like best.
6. Write from memory a stanza of some poem.

SECTION 42

Abbreviations of Names of Months

For convenience some of the names of the months are shortened, or abbreviated, in writing, thus:

January,	Jan.	September,	Sept.
February,	Feb.	October,	Oct.
August,	Aug.	November,	Nov.
		December,	Dec.

The shortened form opposite the name of each month is called an **abbreviation.**

What mark do you find after each of these abbreviations? Make a rule for writing an abbreviation. Write the rule on the blackboard.

May, June, and July should not be abbreviated; and it is better form to write March and April in full.

SECTION 43

Writing Dates

Notice carefully how the following dates are written:

Oct. 12, 1492. April 12, 1861.

July 4, 1776. Nov. 28, 1904.

May 31, 1899. Dec. 25, 1905.

EXERCISE 1

Abbreviate and punctuate properly the following dates:

1. January the second, nineteen hundred five.
2. August the seventh, eighteen hundred fifty-six.
3. May the third, nineteen hundred.
4. The first day of September, in the year eighteen hundred seventy-six.

EXERCISE 2

Copy and fill in the following blanks:

1. I was born —— —— ——.
2. To-day is —— —— ——.
3. The date of our last holiday was —— —— ——.
4. My last birthday was —— —— ——.

EXERCISE 3

Here are the names of four authors with the places and dates of their births:

Edgar Allan Poe, Boston, Massachusetts, Feb. 19, 1809.
Thomas Jefferson, Shadwell, Virginia, April 2, 1743.
Henry W. Longfellow, Portland, Maine, Dec. 17, 1807.
Washington Irving, New York, New York, April 3, 1783.

Write a sentence about each of these authors, thus:

1. Edgar Allan Poe was born in Boston, Massachusetts, Feb. 19, 1809.

What mark is placed after Boston? after Massachusetts? after Feb. 19? In the second sentence what mark will you place after Shadwell? after Virginia? after April 2?

The names of the states may be abbreviated, thus:

Massachusetts, Mass.; Virginia, Va.; Maine, Me.; New York, N. Y.

EXERCISE 4

Learn the abbreviation of each state that touches the one in which you live.

SECTION 44

The Apostrophe in Contractions

There's a merry brown thrush sitting up in a tree;
He's singing to me! he's singing to me!
And what does he say, little girl, little boy?
"Oh, the world's running over with joy!
Don't you hear? don't you see?
Hush! look! In my tree
I'm as happy as happy can be!"

For what two words does *There's* stand in the first line? What letter do you find in *There is* that is not in *There's?* What takes the place of the letter that is left out?

This mark (') is called an **apostrophe.** In the fifth line, for what two words is *don't* used? What shows the omission of the letter *o?*

You will notice that *There is* and *do not* have each been shortened, or contracted, into one word by the omission of a letter. The words *There's* and *don't* are called **contractions.**

What contraction do you find in the second line? in the fourth? in the last?

Make a rule for the use of the apostrophe in contractions. Write the rule on the blackboard.

EXERCISE

Find in your reader six contractions. Copy them and write the two words for which each contraction stands.

SECTION 45

Contractions

Copy and fill the blanks in the following:

he's	*stands*	*for*	he is.	isn't	*stands*	*for*	is not.
she's	"	"	— —	aren't	"	"	— —
it's	"	"	— —	haven't	"	"	— —
here's	"	"	— —	hadn't	"	"	— —
there's	"	"	— —	wasn't	"	"	— —
what's	"	"	— —	weren't	"	"	— —
we're	"	"	we are.	didn't	"	"	— —
you're	"	"	— —	can't	"	"	— —
they're	"	"	— —	don't	"	"	— —
I'll	"	"	I will.	doesn't	"	"	— —
we'll	"	"	— —	couldn't	"	"	— —
I've	"	"	I have.	wouldn't	"	"	— —
they've	"	"	— —	won't	"	"	will not.

Remember that there is no such word as *ain't*.

EXERCISE

Write five sentences, using one of the foregoing contractions in each. Then write the same sentences without the contractions.

SECTION 46

Proverbs

Write from dictation the following proverbs:

1. A stitch in time saves nine.
2. Haste makes waste.
3. Do not crow until you are out of the woods.
4. Well done is better than well said.
5. Make hay while the sun shines.
6. He has paid dear, very dear, for his whistle.
7. A friend in need is a friend indeed.
8. Be slow to promise and quick to perform.
9. He that is good at making excuses is seldom good for anything else.
10. Keep the golden mean between saying too much and too little.

Tell in your own words what each of these proverbs means.

EXERCISE

Ask the class the meaning of any proverb that you know.

SECTION 47

A Friend in Need

After studying this picture carefully, make up a story about it that will illustrate the meaning of the seventh proverb in Section 46.

SECTION 48

Bobwhite and His Family

One morning, in the spring of the year, a pretty, brown bird was sitting on a high fence. His head was black and white. His throat was pure white. His call was loud and clear. "Bobwhite! Bobwhite! are your peas all ripe?" was what he seemed to say.

The answer came from a bird far away. It seemed to be, "No, Bobwhite! not quite! not quite!"

Down in the field under the high grass sat Bobwhite's little wife. Her nest on the ground was full of pretty white eggs which she had been sitting on for many days. She did not like to leave them even to get food.

A few days after this, something could be heard in each egg. It seemed to say "Pick! pick! pick!" Do you know what it was? It was a baby bird. As each egg opened, out came a soft, downy little bird. How pretty they were!

Now Mr. Bobwhite and his little wife had much to do. They had to feed all their babies, and they had to watch day and night to keep snakes, owls, cats, and dogs from catching them.

The farmer was very glad to have the Bobwhite family wander about in his fields. He knew that they ate hundreds and hundreds of insects that injured his plants. He had found out, too, that they ate far more seeds of weeds than grains of wheat or rye. So he did not wish anything to hurt them.

Mr. and Mrs. Bobwhite, however, did not know this, and they were afraid of the farmer. When they saw him coming, they ran away from their babies. They flew a little way in front of him, and fluttered and fell about on the ground as if they were badly hurt. They did this to fool the farmer and get him away from the place where their babies had hidden themselves. When he was as far away as they wished, they flew back to their little ones.

As soon as the baby birds could find food for themselves, the mother bird made another nest on the ground. While she sat on the eggs, Bobwhite fed her again. The first

(61) **Bobwhite and His Family.**

babies stayed with him near the nest. In a few weeks ten more little birds came out. Now Bobwhite had a big family. How proud he was!

It was not long, however, before the farmer's cat caught one of the baby birds. A snake caught another. One night an owl caught two. Then Bobwhite left the field and went into the woods with his family.

The little ones grew very fast. Before the summer was over they were nearly as large as their father and mother. They could fly almost as well, too.

Finish the story from these suggestions:

Hunger of Bobwhite and his family in the woods—return to the field—sudden appearance of a man with a gun and two dogs—how the birds hid themselves—found by the dogs—firing of the gun as the birds fly up—the dead birds—escape of Bobwhite with the rest of his family.

EXERCISE

Memorize:

There's a plump little chap in a speckled coat,
And he sits on the zigzag rails remote,
Where he whistles at breezy, bracing morn,
When the buckwheat is ripe, and stacked is the corn,
"Bobwhite! Bobwhite! Bobwhite!"

—COOPER

SECTION 49

Dolly's Queer Name

Once upon a time a little girl had a hard time learning to speak correctly. Her mother had said to her many times, "Clara, when I ask 'Who's there?' you must say 'It is I';" but little Clara kept forgetting.

One day she said, "Mother, I believe I shall name my doll 'It is I.' I couldn't forget my own dolly's name." So, after that, dolly went by the name of "It is I."

A few days later, Mrs. Steadman, one of the neighbors, came into the room where Clara was playing. "What is your doll's name?" asked Mrs. Steadman. "It is I," replied Clara promptly. Mrs. Steadman thought that Clara had not understood her question; so she asked again, "What is your doll's name?" Clara replied again, "It is I." Mrs. Steadman looked at her in surprise and said, "Poor child, something is wrong." "No," said Clara, "that isn't wrong, it's right; mother says it's right."

Mrs. Steadman went to Clara's mother and said, "I fear Clara is ill. She talks very strangely. I asked her the name of her doll, and she said, 'It is I.'" Clara's mother laughed, and explained to her visitor why the doll had such a queer name.

Tell this story in your own words.

EXERCISE

Make a list of the contractions found in this story. Write the two words for which each stands.

SECTION 50

Comma with Name of Person Addressed

During the geography class the teacher used the following sentences:

1. Frank, tell me the size of the United States.
2. Lucy, to what country does Porto Rico belong?
3. What is the largest city in this country, Cora?
4. What is the capital of New York, Edwin?
5. Tell me, Tom, where Atlanta is.
6. Do you know, William, how Virginia got its name?

To whom is the teacher speaking in the first sentence? How is the name separated from the rest of the sentence? Who is spoken to in the second sentence? in the third? in the fourth? In each case how is the name of the persons spoken to, or addressed, separated from the rest of the sentence? In the fifth sentence how is the name of the person addressed separated from the rest of the sentence?

Make a rule for the use of the comma with the name of a person addressed. Write the rule on the blackboard.

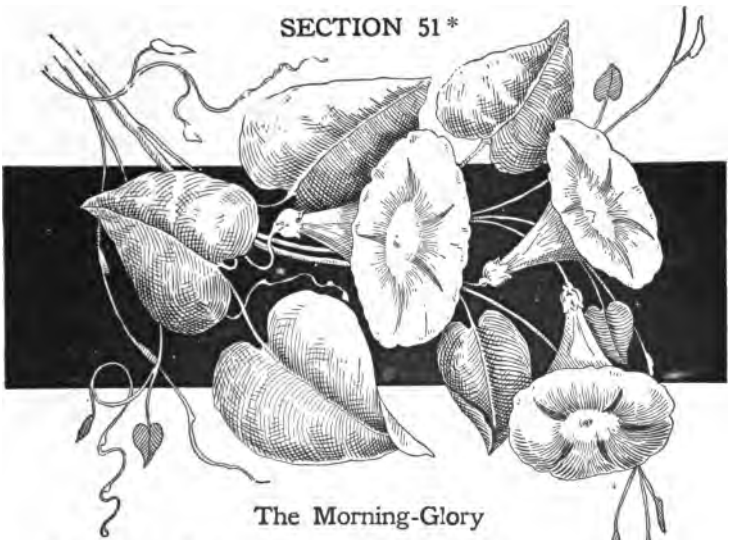
EXERCISE 1

Write three sentences in which the name of the person addressed comes at the beginning of the sentence; three in which it comes at the end; and three in which it comes within the sentence.

EXERCISE 2

Find in your reader four sentences that contain the name of the person addressed. Copy them and read them to the class.

SECTION 51*



The Morning-Glory

During what seasons do morning-glories bloom? What colors do you see in the blossoms? Which color do you like best?

What insects like the blossoms? What makes them go to the blossom? Why do they go down into it? Where is the nectar? How can they reach it? Why do they want it? The bees want something else from the flower; what is it? What is the color of the

pollen? For what does the bee use it? On what part of its body does it carry it? The bee often goes to another flower before returning home. It is well for the flower that he visits it. Why?

What is the shape of the morning-glory bud before it opens? At what time of day do the buds open? At what time of day do they close? How many days does a blossom live? What is the shape of the blossom after it closes? What part of the blossom withers? How long after the blossom withers before the seeds ripen? What is the shape of the seed pod? How many cells has each flower? How many seeds in a cell? What is the shape of the seeds?

EXERCISE 1

Write from your own observation as many of the answers to the above questions as you can.

EXERCISE 2

From the picture on the preceding page, see if you can draw an outline of a morning-glory blossom.

SECTION 52

A Favorite Story

What story in your reader do you like best? Why do you like it? By whom was it written? What lesson, if any, does it teach? Tell the story in your own words.

SECTION 53

Coasting

A hill, a sled all painted red,
The name in yellow;
A boy in cap, mittens, and wrap;
A happy fellow.

A track like ice—that's very nice;
A scrape and rumble;
A little swerve, a tricky curve,
And such a tumble.

—W. E. MATHER

Tell the story which this poem and picture suggest.

SECTION 54

The Hyphen

Look at the words at the end of each line in Section 30. What is the first word that you find divided at the end of a line? What little mark at the end of the first part of the word? This little mark (-) is called a **hyphen.**

Pronounce slowly all the words that you find divided by a hyphen in Section 30. How many syllables in *believed?* in *wonderful?* in *colors?* in *bringing?* Notice that in the word *believed* the hyphen is placed between the syllables *be* and *-lieved.* Between what syllables is it placed in *wonderful?* in *colors?* in *bringing?*

If you had room at the end of a line to write a part but not all of the word *sunshine,* what part of it would you write? What mark would you place at the end of the line? Answer the same questions about—

beehive	playmate	bubble	following
snowdrop	careful	garden	beautiful
hemlock	pencil	putty	violently

A word should never be divided at the end of a line except between two syllables.

A hyphen should be placed at the end of the line to show the division.

For example, the word *happy* would de divided thus, happy; *happiness* might be divided hap-piness or happi-ness.

If a word contains but one syllable, be sure not to begin it on a line unless you have sufficient room to write the whole word. If you haven't room, write it on the next line. Remember that—

A word of one syllable is never divided at the end of a line.

EXERCISE 1

Find in this book twelve words that are divided at the end of the line. Copy them, showing the position of the hyphen in each word.

EXERCISE 2

Show where the hyphen might be placed in each of these words in case you had to divide it at the end of a line:

banner	sometimes	baseball	horseback
golden	fanciful	woodpecker	blackberry
dismiss	sidewalk	shoemaker	suppose
baggage	sinner	traveler	beginner
pansy	muddy	relative	following

SECTION 55

The First Day at School

In telling his mother about the first day he attended school, Tom said:

"I was anxious not to be late to school the first day. Henry and I were running along when a dog rushed out into the road and barked at us. It was a big black dog. We were so frightened that we ran still faster, and soon came in sight of the schoolhouse.

"We were too early at school. As the door was locked, we sat down on the steps and waited. I think the teacher was late, for we waited a long time. When she came, I was afraid of her and hid behind Henry.

"The schoolhouse was clean and pretty inside. The teacher gave me a seat a long way from Henry's. She said that I was only a beginner, and that she could not let me sit by him.

"What is a beginner? I don't want to be one. Five little boys were beginners, I think; for their seats were near mine.

"The desks were so high and my legs were so short that my feet did not touch the floor. My arms were so short that I had to stretch to reach the blackboard. I made a few marks on it, but it was hard work.

"I was at school all day, but I can't read yet, and I can't write, and I can't do anything."

Read this story carefully. Then tell it in your own words. Tell a story about some interesting day that you have spent at school.

SECTION 56

Use of *Was* and *Were*

Notice how *was* and *were* are used in the story which Tom told his mother. In the first sentence which of these two words do you find? Who was anxious? Write the word *was*, and underneath it write "I was anxious."

In the next sentence which do you find, *was* or *were?* Who were? Write *were*, and underneath it write "Henry and I were running."

From each of the next four sentences in the story write a sentence that tells *who* or *what* was or were; arrange your sentences in two columns, thus:

WAS	WERE
1. I was anxious.	1. Henry and I were running.
2. It was a dog.	2. We were frightened.
3. The door was locked.	3. We were too early.

From the remainder of the story add six sentences to each column.

Look at the first sentence under the heading *was*. How many persons are spoken of? How many animals are spoken of in the second sentence? How many things are spoken of in the third sentence? To see how many are meant when *was* is used, look through every sentence. We use *was* when we speak of how many?

Look at the first sentence under the heading *were*. How many *were* running? In the second sentence how many were frightened? Look through every sentence to see whether one or more than one is meant when you use *were*. We use *were* in speaking of how many?

EXERCISE 1

Copy and fill the following blanks correctly with *was* or *were*:

The children —— coming home from school. There —— five of them. Three of them —— girls, and two —— boys.

Ned and Fred —— running a race. They —— twins, but Ned —— tall and Fred —— short. Which one do you think —— ahead?

Lucy —— twelve years old. She —— walking with her two little sisters. They —— very fond of her.

Their mother —— glad to have the children home. The boys —— noisy, but she didn't mind that, for she —— accustomed to noise. As soon as their father came home, the boys —— ready to help him feed the horses, and Lucy —— ready to set the table.

EXERCISE 2

Use *was* or *were* in telling sentences about—

book	blackboard	lessons	lunch
pens	desks	hat	gloves

SECTION 57

A Story from Pictures

Study these pictures carefully and tell the story which you gather from them.

SECTION 58

A Story from Suggestions

A day in March—the children studying quietly—the school building on fire—discovery of the fire—the alarm—instructions from the teacher—the children forming in line—marching out of the building—how the building was saved—half holiday.

Tell the story from these suggestions. If you have ever seen a building on fire, tell about it.

SECTION 59*

General Review

In order that you may be able to speak and write more correctly, you should know the following rules:

Capital Letters

1. **Every sentence should begin with a capital letter.**
2. **The first word of every line of poetry should begin with a capital letter.**
3. **The names of the months and days of the week should begin with capital letters.**
4. **Names of persons and places should begin with capital letters.**
5. **All initials should be written as capital letters.**
6. **The word *I* should be written as a capital letter.**

The Period

7. **Every telling sentence should end with a period.**
8. **Every abbreviation should be followed by a period.**
9. **Every initial should be followed by a period.**

The Question Mark

10. **Every asking sentence should be followed by a question mark.**

The Apostrophe

11. **The apostrophe is used in contractions to denote the omission of a letter or letters.**

The Comma

12. The name of the person addressed is separated from the rest of the sentence by a comma or commas.

13. In writing dates, the day of the month is separated from the year by a comma.

The Hyphen

14. The hyphen is used at the end of a line to connect two syllables of a divided word.

EXERCISE 1

Tell, in writing, one use of each of the following:

pencil	trunk	hammer	curtain
knife	vase	umbrella	chalk
ruler	pitcher	blackboard	bell

EXERCISE 2

Change the telling sentences under Exercise 1 to asking sentences.

EXERCISE 3

Guess the meaning of this riddle; write it from memory:

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses,
And all the king's men,
Cannot put Humpty together again.

Explain the use of each capital letter in this riddle. Write some other riddle that you know.

EXERCISE 4

Fill the blanks in the following sentences correctly:

1. I live in the city (or county) of ——, in the state of ——.
2. —— is the President of the —— ——.
3. —— was discovered on Oct. 12, 1492, by Christopher Columbus.
4. The capital of this country is ——.
5. —— is the largest city in the state of ——.

EXERCISE 5

Write complete answers to the following:

1. When is your next birthday?
2. What day of the week, day of the month, and number of the year is to-day?
3. Write sentences in which you give the exact date of a holiday in the first month; in the second; in the seventh; in the twelfth.
4. On what day of what month of what year did this term of your school begin?
5. Write the exact dates of four events that you remember.

EXERCISE 6

Make a contraction of each of the following, and use each contraction in a sentence:

1. I am	4. cannot	7. will not
2. do not	5. are not	8. he is
3. does not	6. you will	9. it is

EXERCISE 7

Write four sentences in which the name of the person addressed comes at the beginning of the sentence; four in which it comes at the end; and four in which it comes within the sentence. In each of these sentences use the name of one of your classmates.

EXERCISE 8

If each of these words had to be divided at the end of a line, between what syllables would you place a hyphen?—

bookshelf	teacher	penholder
classmate	stovepipe	powerful
drawing	hyphen	forgetting

EXERCISE 9

Write five telling sentences in which *is* is used correctly.

Write five asking sentences in which *are* is used correctly.

Rewrite these ten sentences, putting *was* or *were* in place of *is* or *are*, as the sense requires.

EXERCISE 10

Describe something that you have in your desk, and ask the class to guess what it is.

Writing a Letter

SECTION 60

A Test Review

Write from dictation:

My brother left for California on Jan. 23, 1893. How long do you suppose he stayed away? He didn't return to New York until the first Monday in this month. He doesn't look much older than I do. He brought Howard a beautiful gold watch on which the name H. B. Campbell was engraved.

Explain the use of each capital letter, punctuation mark, abbreviation, contraction, apostrophe, and hyphen.

SECTION 61

The Study of a Picture

What are the children in the picture on the opposite page preparing to do? What preparations have they made? With what kind of pen will the letter be written? How was the pen made? What accident has happened? What must be done before the letter-writing can proceed?

What preparations must you make before beginning to write a letter?

EXERCISE

Close your book and describe the picture.

SECTION 62

Letter Model

Columbia, Ark.,
Nov. 20, 1905.

Dear William,

Next Saturday about twenty boys from our school are going out to gather chestnuts. An early start will be made, and it is probable that we shall not get home before dark. We shall have a jolly time whether we find any chestnuts or not.

Mother has given me permission to invite a few friends to spend Friday night at our house, and to join in our trip the next day. Of course I wish you to be

one of the number. Will you not come? I should like very much to have you with us.

Your cousin,

Edwin P. Mason.

In what town does Edwin live? In what state? On what line is the name of the town and of the state written? On what part of the line? How is the name of the town separated from the name of the state? How is the name of the state separated from the date?

Where is the date written? What does the date tell first? what next? next? How is the number of the day of the month separated from the number of the year? What mark is placed after the year?

On what line is *Dear William* written? On what part of the line? What mark is placed after these two words?

Read the first sentence in the letter. Where is the first word in this sentence written? What other word in the letter is "set in" from the margin?

On what part of the line is *Your cousin* written? What mark is placed after these two words? Where is the name *Edwin P. Mason* written? What mark after this name?

EXERCISE

Copy neatly the letter at the beginning of this section. Leave a margin of about an inch on the left side of the paper on which you write. Examine your work carefully to see that you have copied the letter correctly.

SECTION 63

The Parts of a Letter

By examining the letter in the preceding section we notice that it is made up of several parts. These parts are—

1. THE HEADING:

Columbia, Ark.,
Nov. 20, 1905.

This tells where and when the letter was written

2. THE SALUTATION:

Dear William,

This shows to whom the letter was written. Instead of *Dear William*, the writer might have put, if he wished, *My dear William*, *Dear Cousin William*, *My dear Cousin*, or some such friendly or polite expression.

3. THE BODY OF THE LETTER:

After the salutation comes the main part, or *body*, of the letter. You will notice that it consists of two parts, or sections. The first tells about the proposed outing party, and the second about Edwin's invitation to William to join the party. Each part or section is called a **paragraph.** Notice that the first line of each paragraph begins about half an inch farther to the right than the other lines of the paragraph. These "set in" lines are said to be **indented.**

4. THE CONCLUSION:

Your cousin,
Edwin P. Mason.

This shows by whom the letter was written. Instead of *Your cousin*, the writer might have put, if he wished, *Your devoted cousin, Your sincere friend, Yours sincerely, Yours truly*, or some such polite or friendly expression.

SECTION 64

The Reply

Wakefield, Texas,
Nov. 22, 1905

My dear Edwin,

I was delighted this morning when I read your letter asking me to join your outing party. I shall come with pleasure. Under no circumstances could I refuse an invita-

tion to spend a day in the woods during the fall of the year.

Do you not remember how beautiful the forest was when we went chestnut hunting last year? The colors of the leaves that remained on the trees were gorgeous. The maple leaves particularly were so prettily colored that I brought a number of them home.

I shall come prepared to go with the party even if the weather turns colder than it is now. With my fur cap, heavy coat, and woolen gloves, I know that I can keep warm and comfortable all day.

Yours sincerely,
William Dabney.

Where and when was this letter written? What marks of punctuation do you find in the heading? What capital letters? Why?

To whom was the letter written? What capital letters are used in the salutation? What mark is placed after it?

How many paragraphs are there in the body of the letter? What is the first one about? the second? the third? How many lines are indented? Which are they?

With what kind of letter does the conclusion begin? What mark do you find after *Yours sincerely?* By whom was the letter written?

SECTION 65

Letter Forms

Study the following letter forms:

Boston, Mass.,
May 5, 1902.

Dear Mother,

[Body of letter]

Your affectionate son,
Henry.

---

127 Franklin St.,
Richmond, Va.,
Dec. 23, 1899.

My dear Friend,

[Body of letter]

Yours very truly,
Frank Williamson.

As a mark of respect, such words as *mother*, *sister*, *uncle*, *friend*, begin with capitals when used in salutations.

EXERCISE

Write correct headings, salutations, and conclusions for the following letters; omit the body of the letter as in the two models given above:

1. Warren T. Poindexter is in Darlington, South Carolina, and writes to his mother on the tenth day of July in the year 1900.

2. You are at number 121 Duke Street, in the city of Norfolk, Virginia. Your letter is written on the first of June, 1905, to your cousin Francis Leigh.

3. Your brother writes to you from 171 Fifth Avenue, in the city of New York, state of New York. His letter was written five days ago.

4. On the fourth of last July, Thomas Taylor wrote from Columbus, Georgia, to his friend Alexander McGill.

SECTION 66

A Petition from Santa Claus

Holiday Land,
Dec. 24, 1905.

Dear Children,

I write in great haste just to say
I've met with an accident coming this way.
As Christmas is near, and I've so much to do,
I really must beg a slight favor of you;
And, unless I mistake, the small folks of this nation
Will spare poor old Santa great mortification
By setting about with their might and their main
To see that the accident's righted again:
You know, I suppose, that the distance is great
I travel each year; and for fear I'll be late,
I whip up my reindeer, and make each good steed
Go prancing along at the top of his speed.
This year my big sleigh was as full as could hold;
I wrapped me up warm—for the weather was cold—

And started once more on my gay Christmas tour
With lightest of hearts, you may be very sure;
Hi! how the bells jingled and mingled in tune!
I bowed to the stars and winked to the moon.
I found myself crossing the great open sea,
With dolphins and merchildren gazing at me;
I bent a bit over the side of my sleigh
To wave them a hand, when—ah me, lackaday!—
A stocking crammed full to the very small toe
Fell over the back to the sea down below,
And there the merchildren made merry ado
With toys I had meant for some dear one of you.
So this is my accident, and I would ask—
I know you won't deem it a troublesome task—
That if you should see some poor child with no toys
Upon Christmas morning, dear girls and dear boys,
You'll know the fat stocking he was to have had
Is deep in the sea and poor Santa is sad,
And see that the accident's righted at once, because
'Twill be a great favor to

Yours,
Santa Claus.

What are dolphins? merchildren?

Santa Claus asks you to see that the accident is righted. What does he mean? How can you help him to right it?

Close your book and give in your own words an account of the accident which happened to Santa Claus.

EXERCISE

Write a reply to the letter of Santa Claus, telling him that you have received his letter; that you are very sorry to learn of his accident; that you will do all that you can to help him out of his trouble; and how you expect to right the accident.

Before you begin, see how the heading and salutation are written in the letter in Section 62. Be sure to leave a margin on the left of your paper.

SECTION 67

The Study of a Picture

What is the name of the picture on the opposite page? Where is the Christmas tree? How is it decorated? What does it tell you about the people who make up the family in this house? What presents are intended for mother? for father? for the little girls? for the boys?

When do you think the doors to this room will be thrown open? Tell what you think will happen then.

EXERCISE

Describe some Christmas tree that you have seen. What presents, if any, did you receive?

The Christmas Tree

SECTION 68

Titles of Persons

In writing, and often in speaking, to a person it is customary to use a title before the name of the person. The following are the most commonly used titles:

Mister	Miss
Mistress (Mis'sis)	Master

Mr. is the abbreviated form for *Mister*, and *Mrs.* for *Mistress*. *Miss* and *Master* are never abbreviated. *Mr.* is written before the name of a man, and *Mrs.* before the name of a woman who has been married. *Miss* is used before the name of an unmarried woman or girl, and *Master* before the name of a boy.

Explain the use of each title in the following:

Mr. Henry Jones	Miss Mary Jones
Mrs. Henry Jones	Master John Jones

Other frequently used titles that may be abbreviated in writing are:

Doctor,	Dr.	Superintendent,	Supt.
General,	Gen.	Reverend,	Rev.
Professor,	Prof.	Governor,	Gov.
Major,	Maj.	Captain,	Capt.

What mark do you find after each of these abbreviations?

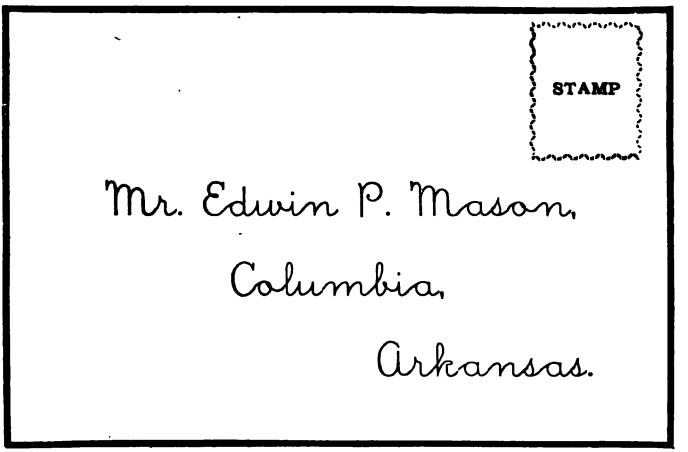
EXERCISE

Write the names and abbreviated titles of twelve persons that you know or have read about. In each case use the full name or the initials of the person.

SECTION 69*

Addressing Envelopes

William Dabney's letter (Section 62) was sent to Edwin P. Mason in an envelope which was addressed thus:



What mark do you find after the name of the person to whom the letter is addressed? What mark after the name of the town? after the name of the state?

Notice that each line of the address begins a little farther to the right than the preceding line.

If the person to whom you are writing lives in a city, you must give the name of the street or avenue and the number of the house, thus:

Mrs. Frank Brown,
225 Cedar Street,
Chicago,
Illinois.

In writing addresses the word *Street* is often shortened to *St.*, and *Avenue* to *Ave.* What is the abbreviation for Arkansas? for Illinois?

If the person to whom you are writing lives in the country, the name of the county in which he lives may be included in the address, thus:

Rev. H. Allan White,
Enfield,
Halifax Co.,
N. C.

In writing addresses the word *County* is usually shortened to *Co.* The name of the state also is generally abbreviated.

EXERCISE 1

Write the names and abbreviations of ten states.

EXERCISE 2

Write on a piece of paper about the size of an envelope a suitable address for each of the following letters:

1. To Miss Helen Hardy, who lives at Athens in the state of Georgia.
2. To Master James Henry Bowers, who lives at 1125 Freemason Street in Norfolk, Virginia.
3. To Dr. Hiram H. Gilmore, who lives at Red Bluff in the county of Tullahoma, state of California.
4. To William Dabney. (See Section 62.)

EXERCISE 3

Write the addresses of six of your friends.

SECTION 70

To Mother Fairy

Good old Mother Fairy,
  Sitting by your fire,
Have you any little folk
  You would like to hire?

I want no chubby drudges
  To milk and churn and spin,
Nor old and wrinkled brownies,
  With grizzly beards and thin;

But patient little people,
With hands of busy care,
And gentle speech, and loving hearts—
Say, have you such to spare?

I know a poor, pale body,
Who cannot sleep at night,
And I want the little people
To keep her chamber bright;

To chase away the shadows
That make her moan and weep,
To sing her loving lullabies,
And kiss her eyes asleep;

And when in dreams she reaches
For pleasures dead and gone,
To hold her wasted fingers.
And make the rings stay on.

They must be very cunning
To make the future shine
Like leaves, and flowers, and strawberries,
A-growing on one vine.

Good old Mother Fairy,
Since my need you know,
Tell me have you any folk
Wise enough to go?

—Alice Cary

Look through the poem carefully to find out what kind of helpers are needed. What work was there to be done for this "pale body"? Do you know anyone who could do the work?

EXERCISE

Write a letter to Mother Fairy telling her of some one whom you think she might send. Tell her why you think so.

SECTION 71

Description of a Knife

Write from dictation the following:

The knife that I lost yesterday had two blades in it. The point of the smaller blade was broken off and there was a big gap in the larger one. The handle was made of pearl, tipped with brass at each end. The knife was manufactured by Joseph Rogers & Sons. This name was stamped on each blade near the handle.

EXERCISE 1

Write one paragraph describing a knife that you own or have seen.

EXERCISE 2

Write one paragraph about either of the following subjects:

1. What I Saw at a Circus.
2. How I Was Once Frightened.

SECTION 72

Paragraphs

You have noticed that the two letter models (Sections 62 and 64) were divided into paragraphs; that all the sentences in any one paragraph told something about the same subject or topic; that the first line of each paragraph was indented. See if the same facts are true of the following story:

The Wind and the Sun

The Wind and the Sun had a dispute as to which of the two was the stronger. To settle the dispute, they agreed that each should try his strength on a traveler who was walking along the road. The one that could make him take off his coat was to be considered the stronger.

The Wind, who was to try his powers first, puffed himself up, and flew across the field toward the road. He whistled through the fence and blew against the traveler with all his might. Instead of making him take off his coat, however, he wrapped it more closely about him and walked on. The Wind soon gave up in despair.

It was now the Sun's turn to try his strength. As the traveler stepped from beneath the shade of some trees that bordered the road, he felt the burning rays of the Sun beating down upon him. He loosened his coat, and soon took it off and threw it across his arm.

How many paragraphs in this story? What is the first one about? the second? the third? How many lines are indented? Which are they?

What is the subject of the story? What capital letters would you use in writing it? Remember that—

All the words in the subject, or title, of a story must begin with capital letters except the unimportant ones, such as *in*, *a*, *and*, *to*, *of*, etc.

EXERCISE 1

After this story has been read carefully, one pupil will be asked to tell what is in the first paragraph; another, what is in the second; and a third, what is in the last paragraph.

EXERCISE 2

Copy the following outline; then close your book and write the story:

1. The dispute between the Wind and the Sun.
2. The failure of the Wind.
3. The success of the Sun.

Be sure to write the subject of the story correctly.

EXERCISE 3

After writing on the blackboard the following outline of the story in Section 16, tell the story by paragraphs:

1. The donkey's first load of salt.
2. His second load of salt.
3. His load of sponges.
4. His last load of salt.

SECTION 73

My Pet Animals

I have a poodle dog whose name is Nick. He follows me everywhere I go, and I always like to have him with me. Around his neck he wears a silver collar with his name on it. I have a white kitten. She is so much like a ball of snow that I named her Snowball. She and Nick are great friends. They often eat out of the same plate without quarreling. Another pet that I have is a Shetland pony. I like her even more than I do Nick or Snowball. Her name is Midnight. She was given this name because she is as black as night. I am very fond of going about the farm, and Midnight is always willing and ready to carry me on her back.

This story is not properly divided into paragraphs. Read it carefully and see if you can tell into how many paragraphs it should be divided. What should the first paragraph tell about? the second? the third? How can you show in writing where each paragraph begins?

EXERCISE 1

Write the story from dictation, dividing it properly into paragraphs.

EXERCISE 2

After making an outline of the story tell it by paragraphs.

SECTION 74

The Book That I Lost

Suppose that you had lost this book. Tell when you lost it; how; near what place.

What is the name of the lost book? What kind of binding has it? What is the size of it in inches? How many pages in it? Is your name written in it? If so, where? By whom was the book written? By whom was it published? Where? When and by whom was it copyrighted?

EXERCISE 1

Write two paragraphs about the lost book. In the first paragraph tell when, how, and where you lost it. In the second paragraph describe the book. After selecting a suitable subject and writing it correctly, begin with this sentence:

Yesterday on my way from school I lost my language book.

EXERCISE 2

Write a description of a morning-glory blossom. (See Section 51.) Begin with this sentence:

Last week I saw a beautiful morning-glory blossom.

SECTION 75

How to Show Possession

You have already learned that persons have names. Objects, also, have names. The column of words at the left of the sentences contains the names of two persons and of six objects.

Read these words and sentences:

Donald	Donald's horse ran away.
Ruth	Mary wore Ruth's dress.
cat	A cat's paw is soft.
men	That merchant sells men's hats.
beaver	A beaver's fur is warm.
oxen	Did you see the oxen's yokes?
moon	The moon's face peeped from the clouds.
flower	The flower's petals withered quickly.

What does Donald own or possess? What is added to show that Donald owns or possesses a horse? What does Ruth possess? What is added to show that Ruth possesses a dress? What is added to show that the cat possesses a paw? Why is an apostrophe and *s* added to each of the other words in the column? Did any of these words end in *s* before they were changed to show possession? When the name of the owner or owners does not end in *s*, what is added to show possession?

EXERCISE 1

Find in your reader ten words to each of which an apostrophe and *s* has been added to show ownership or possession.

EXERCISE 2

Show by the use of an apostrophe and *s* that—

1. Clark possesses a hat.
2. My playmate possesses a new book.
3. The hen possesses chickens.
4. Women possess dresses.
5. The donkey possesses long ears.
6. The boy possesses a blue top.

EXERCISE 3

Write a sentence in which you refer to Sam as owning a bat; one referring to Henry as owning a horse; one referring to your brother as owning a sled; one referring to your father as owning a house. In each sentence use an apostrophe and *s* to show possession.

EXERCISE 4

Use these words correctly in sentences:

Andrew's	fly's	rabbit's
horse's	robin's	Jane's

SECTION 76

How to Show Possession

Read these words and sentences:

boys	The boys' hats have black bands.
goats	The goats' whiskers are long.
rabbits	I see the rabbits' ears.
kings	Kings' crowns are seldom worn.
eagles	Eagles' claws are sharp.
brothers	John takes care of my brothers' rabbits.

What do the boys own or possess? What mark is added to the word *boys* to show possession? Why is an apostrophe added to the word *goats? rabbits? kings? eagles? brothers?* With what letter does each of these words end? When the name of the owners ends in *s*, what is added to show possession?

EXERCISE 1

Use these words correctly in sentences:

elephants'	soldiers'	whales'
girls'	robins'	dogs'

EXERCISE 2

Write a sentence in which you refer to your sisters as owning dresses; one referring to horses as owning manes; one referring to boys as owning kites; one referring to queens as owning jewels.

SECTION 77

The Ant and the Dove

One day an ant fell into a stream. As she could not swim, she was in great danger of being drowned. A dove, who was sitting in a tree on the bank of the stream, saw the struggling ant and dropped a leaf into the water near her. The ant climbed upon the leaf, and the current soon carried her in safety to the shore.

Soon after this, the dove and her mate were building a nest in a tree near the home of the ant. They were so busy with their work that they did not notice a hunter who was aiming his gun at them. But the little ant, who had not forgotten the kindness of the dove, saw the danger, and as the hunter laid his finger on the trigger, she bit him on the foot. The gun went off, but the bite of the ant had caused the hunter to lose his aim, and the load went wide of the mark.

EXERCISE

After copying the following outline, close your book and write the story:

1. The ant's accident and rescue.
2. The doves' danger and escape.

SECTION 78

A Letter and the Reply

Tom Brown lives in Ogden, Kentucky, and Henry Jones in Alamo, Tennessee. Tom has received from

Henry an invitation to join a fishing party next Saturday.

Tom writes Henry that he cannot join the party and gives his reasons for not accepting the invitation. He adds that there will be a circus in Ogden on Saturday, the fifth of next month; he asks Henry to spend Friday night at his home and go to the circus with him next day.

How many paragraphs in Henry's letter to Tom? How many in Tom's letter to Henry? What is the first one about? the second?

EXERCISE

Write Tom's letter to Henry; then write the proper address for the envelope.

SECTION 79

A Story from a Picture and Suggestions

After studying the picture on the opposite page, tell a story from these suggestions:

Finding her father's horn and riding-whip—blowing the horn as she runs out into the yard—the coming and yelping of the hounds—what they expect and want to do—their disappointment and return to their kennels.

EXERCISE

Write a description of the picture.

A False Alarm

SECTION 80

The Hungry Squirrel

A little squirrel was very hungry. He had been lazy in the fall, and now that cold weather had come he found that he had no food in his cupboard; so he started out begging.

He went to the oak tree first and asked for an acorn; but the oak said, "I have no acorn." Then he went to the walnut tree and held up his paws for a walnut; but the tree said, "I have no walnut." He next went to the hickory and cried for a nut; but the hickory said, "I haven't any nuts for you, poor little squirrel." Then he crawled down to the hazel bush, for he was becoming very weak. He asked for just one little hazel nut; but the hazel bush shook its head and said, "I am sorry, but I have no hazel nuts for you."

Just then a farmer came down the road. The squirrel had always been afraid of farmers, for they often carry guns. Now he was so hungry, however, that he made bold to ask him for a grain of corn. The farmer said, "I haven't any corn."

A few minutes later a little girl came skipping along the road with a basket on her arm. She did not wait for the squirrel to ask her for food, but said, "There is a dear little squirrel. I will give him some of the nuts grandmother gave me;" and she threw him a whole handful.

What did the oak tree answer the squirrel? What was the reply of the walnut? the hickory? the hazel bush? the farmer? What did the little girl say?

EXERCISE 1

Write eight sentences telling of things that you have not. Use "I have no" in four of the sentences and "I haven't any" in four of them, thus:

I have no cake.
I haven't any marbles.

EXERCISE 2

Write an outline of this story on the blackboard. Then tell the story by paragraphs.

SECTION 81

Quotation Marks and Comma

Look at the story in Section 80 and notice the marks both before and after *I have no acorn.* Why do you suppose they are there? Notice that they inclose the exact words that were said by the oak tree.

Tell or quote the exact words of the walnut. Write them so as to show that they are the exact words Write the words which the hickory said. Show that they are quoted. Quote in writing the exact words of the hazel bush; of the farmer; of the little girl.

What would be a good name for those marks which inclose what is quoted? Make the quotation marks on the blackboard.

We call each sentence that you have written a **direct quotation,** because it gives the exact words of the one speaking.

EXERCISE 1

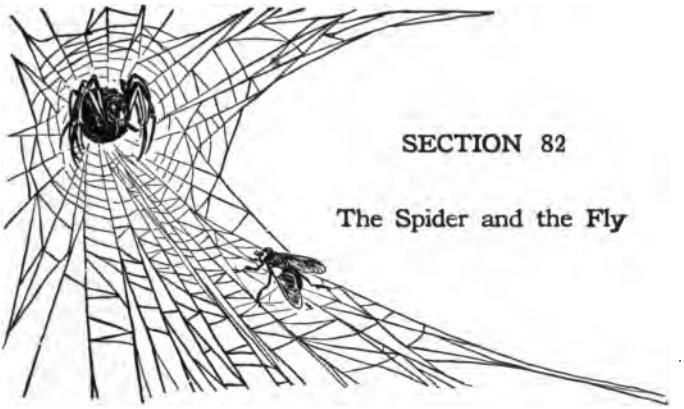
Copy the following and fill out the blanks properly:

The oak tree said, —— —— —— ——.
The walnut said, —— —— —— ——.
The hickory said, —— —— —— ——.
The hazel bush said, —— —— —— ——.
The little girl said, —— —— —— —— —— ——.

Notice the mark after *said*, which separates the quotation from the rest of the sentence. Look at all the quotations to see if there is the same mark separating each from the rest of the sentence. What is this little mark called? How many commas did you use in each sentence that you have just written?

EXERCISE 2

Find in your reader six direct quotations. Write them from memory on the blackboard.



SECTION 82

The Spider and the Fly

"Will you walk into my parlor?"
Said a spider to a fly;
"'Tis the prettiest little parlor
That ever you did spy.
The way into my parlor
Is up a winding stair,
And I have many pretty things
To show when you are there."

"Oh no, no!" said the little fly,
"To ask me is in vain;
For who goes up your winding stair
Can ne'er come down again."

"I'm sure you must be weary
With soaring up so high;
Will you rest upon my little bed?"
Said the spider to the fly.

"There are pretty curtains drawn around,
The sheets are fine and thin;
And if you like to rest a while,
I'll snugly tuck you in."

"Oh no, no!" said the little fly,
"For I've often heard it said,
They never, never wake again,
Who sleep upon your bed."

Said the cunning spider to the fly,
"Dear friend, what shall I do
To prove the warm affection
I've always felt for you?
I have, within my pantry,
Good store of all that's nice;
I'm sure you're very welcome—
Will you please to take a slice?"

"Oh no, no!" said the little fly,
"Kind sir, that cannot be;
I've heard what's in your pantry,
And I do not wish to see."

"Sweet creature," said the spider,
"You're witty and you're wise;
How handsome are your gauzy wings!
How brilliant are your eyes!
I have a little looking-glass
Upon my parlor shelf;
If you'll step in one moment, dear,
You shall behold yourself."

"I thank you, gentle sir," she said,
"For what you're pleased to say,
And bidding you good-morning now,
I'll call another day."

—MARY HOWITT

In the first stanza what does the spider say to the fly? What marks indicate the exact words used by the fly in its answer? Explain the use of the quotation marks in the remaining stanzas.

EXERCISE

Write in a column the contractions found in this poem. In an opposite column write the words from which each contraction has been formed.

SECTION 83

Bruce and the Spider

For many years Robert Bruce, King of Scotland, had been vainly fighting to keep his old-time enemy, the English, from conquering his country. After losing battle after battle, he was finally forced to take refuge in a cave. He was so much discouraged over repeated failures that he had almost made up his mind to give up the struggle.

As he lay on the ground thinking of how he could escape to some foreign country, he saw a spider trying to spin a web between two ledges of rock. Six times it almost succeeded in drawing a tiny thread from one rock to the other,

but each attempt was unsuccessful. Without showing the least sign of discouragement, the spider tried again. This time it was successful, and the web was soon completed.

Bruce, who had watched every movement of the spider, wondered greatly at its patience and its final success. "I will not be outdone by a spider," said he to himself. "I have lost six battles, but if I can only win the next one, I will spin a web about my enemies that will cause them to leave my unhappy country in peace." From that moment he fought the English with renewed courage, and soon succeeded in driving them from Scotland.

Make an outline that will correspond to the three paragraphs of this story. Then close your book and write the story in your own words.

SECTION 84

Descriptions

Describe orally the picture in your reader that you like best. Tell why you like it.

EXERCISE 1

Write two paragraphs about "A Maple Tree that I Saw." In the first paragraph tell how the tree looked when you saw it in May; and in the second how it looked in October. In writing the subject do not inclose it in quotation marks.

EXERCISE 2

Write three paragraphs about "A Freight Train," using this outline:

1. The various kinds of freight cars.
2. What freight each kind carries.
3. A long freight train that I saw.

SECTION 85

Quotations

1. As Tom and his Uncle Dan sat before the bright fire, Tom said, "Won't you tell me a story to-night, Uncle Dan?"

2. Uncle Dan replied, "What kind of story would you like to hear, Tom?"

3. "Anything you like," answered Tom eagerly.

4. "The story of the rabbit and the tar baby is very interesting, if you have never heard it," said Uncle Dan, as he put down the book that he had been reading.

5. "That is one story," said Tom, "that you have never told me."

6. "I will tell you the story," replied Uncle Dan, "if you promise not to ask me to tell you another to-night."

What are the exact words used by Tom in the first sentence? in the third? in the fifth? What shows that they are the exact words? What are the exact words

used by Uncle Dan in the second sentence? in the fourth? in the sixth?

In the first two sentences does the name of the person speaking come before or after the quotation? In the next two where does the name come? In each of these four sentences what mark separates the quotation from the rest of the sentence? In the last two sentences where does the name of the person speaking come? What marks are used to separate the quotation from the rest of the sentence?

With what kind of letter does the first quotation begin? the second? the third? the fourth? the fifth? the sixth?

Make a rule for the use of capital letters at the beginning of direct quotations. Write the rule on the blackboard.

EXERCISE 1

Write from dictation the conversation between Tom and his Uncle Dan.

EXERCISE 2

Write nine sentences that contain direct quotations; in three of them let the name of the person speaking come before the quotation; in the next three let the name of the person speaking come after the quotation; in the last three divide each quotation and let the name of the person speaking come between the two parts.

SECTION 86

A Story from a Picture and Suggestions

From this picture and from the following suggestions write the story of "How Prince Saved Little Elsie":

1. A bright summer day—Elsie playing near the water—Prince lying near her asleep.

2. Elsie sees an overturned sailboat in the water—wades out to get it—leans over to pick it up—loses her balance and falls into water over her head—screams loudly.

3. Prince awakened by screams—springs into the water—swims to land with Elsie.

SECTION 87

A Conversation

Write from dictation:

"How can I serve you this morning?" asked the clerk.

"I should like to buy some marbles," answered John.

"Very well," said the clerk; "here are some that will probably suit you."

After examining the marbles closely, John said, "Yes, these are exactly what I am looking for. What's the price of them?"

"Ten cents a dozen," replied the clerk.

John handed him a quarter and said, "I want two dozen, please."

"Here is your change," said the clerk, as John turned to leave the store with his purchase.

EXERCISE

You are in a hardware store, where you wish to buy a knife. Write out the conversation that might take place in buying it. Be careful to use quotation marks, question marks, commas, and capital letters correctly.

SECTION 88

Bright Eyes

A class of ten bright boys were learning to use their eyes. One day the teacher asked each of them

to tell on the following day one interesting thing which he had seen on his way to school. The next day each came with something that was worth telling. Read what each boy saw, filling the blank spaces as you read:

The first child said, "I —— a farmer plowing with a new kind of plow;" and he told how it worked.

The second said, "I —— a kitten coming down a tree;" and he told how it got down.

The third said, "I —— a cow get up;" and he described each movement accurately.

The fourth said, "I —— a bird's nest in an apple tree;" and he described it so well that the teacher knew that it was a robin's nest.

The fifth said, "I —— a wild rosebud opening. I know just how the petals are folded in the bud."

The sixth said, "I —— a butterfly resting on a leaf;" and he told how it stood and how its wings were held.

The seventh said, "I —— a tame rabbit eating some cabbage leaves;" and he told how it ate.

The eighth said, "I —— a duck getting its breakfast out of the pond. It was very funny."

The ninth said, "I —— a horse galloping. I know how its legs move."

The tenth said, "I —— some little clover leaves just coming out. I know how they are folded."

Tell what you have noticed about any of these things.

SECTION 89

Saw and *Seen*

Read these sentences:

1. I have seen the balloon ascension.
2. Ralph has seen Niagara Falls this summer.
3. He had seen it once before.

Has seen, *have seen*, and *had seen* are used correctly in the foregoing sentences. Remember that—

Has, *have*, and *had* are never used before *saw*.

EXERCISE 1

Copy and fill correctly each blank in the following sentences with *saw* or *seen*:

1. I —— your father on the street.
2. Have you —— him?
3. John has —— the teacher.
4. He —— her when she arrived.
5. The children —— a butterfly yesterday.
6. They had —— the cocoon two weeks ago.

EXERCISE 2

Write three sentences in which *have* is used with *seen*; three in which *had* is used, and three in which *has* is used.

EXERCISE 3

Write five sentences in which *saw* is used correctly.

SECTION 90

Diamond and His Fairy Book

When I first made the acquaintance of Diamond, he was sitting at the foot of a great beech tree, a few yards from the road, with a book on his knees. He did not see me. I walked up behind the tree and, peeping over his shoulder, saw that he was reading a fairy book.

"What are you reading?" I said, and spoke suddenly, with the hope of seeing a startled little face look round at me. Diamond turned his head as quietly as if he were only obeying his mother's voice, and the calmness of his face rebuked my unkind desire and made me ashamed of it.

"I am reading the story of the Little Lady and the Goblin Prince," said Diamond.

"I am sorry I don't know the story," I returned. "By whom is it?"

"Mr. Raymond made it."

"Is he your uncle?" I asked at a guess.

"No, he's my master."

"What do you do for him?" I asked respectfully.

"Anything he wishes me to do," he answered. "I am busy for him now. He gave me this story to read. He wants my opinion upon it."

"Don't you find it rather hard to make up your mind?"

"O dear, no! Any story always tells me itself what I'm to think about it. Mr. Raymond doesn't want me to say whether it is a clever story or not, but whether I like it, and why I like it. I never can tell what they call clever from what they call silly, but I always know whether I like a story or not."

"And can you always tell why you like it or not?"

"No, very often I can't at all. Sometimes I can. I always know, but I can't always tell why. Mr. Raymond writes the stories, and then tries them on me. Mother does the same when she makes jam. She's made such a lot of jam since we came here! And she always makes me taste it to see if it'll do. Mother knows by the face I make whether it is good or not."

—GEORGE MACDONALD

How do you like this glimpse of little Diamond? What do you like about him. What do you like about the story? Write your reasons for liking it.

SECTION 91

A Fishing Trip

Look at the picture on the opposite page. What is the boy doing? What kind of fishing-tackle has he? What kind of bait is he probably using? Where did he get it? What do you think he will catch?

Tell the story of this boy's fishing trip. Perhaps the following suggestions will help you:

1. Making the fishing-tackle—getting the proper kind of bait—given a lunch by his mother.
2. Arrival at the river—finding a suitable place to fish—baiting the hook—the fishing begins.
3. Catching several small fish—throwing them back into the water—hooking a big one—the breaking of the pole—losing the hook and line.
4. Eating lunch and returning home.

Great Expectations.

SECTION 92

The Bee and the Flower

The bee buzzed up in the heat.
"I am faint for your honey, my sweet."
The flower said, "Take it, my dear,
For now is the spring of the year,
So come, come!"
"Hum!"
And the bee buzzed down from the heat.

And the bee buzzed up in the cold,
When the flower was withered and old.
"Have you still any honey, my dear?"
She said, "It's the fall of the year,
But come, come!"
"Hum!"
And the bee buzzed off in the cold.

—ALFRED TENNYSON

Describe some flower that you like and tell why you like it. What visitors come to its blossom? What do they gather from it? How do they use what they gather? What sound do they make?

Memorize the poem.

SECTION 93

King Solomon and the Bee

Many hundred years ago there lived a very wise king named Solomon. He knew the secrets of the beasts of the forests and of the insects of the fields; he knew how the

birds of the air built their nests, how they lived, and how they got their food. There was no flower so lowly and no tree so lofty that he could not tell you something about it. In fact, his reputation for knowledge was such that many people came from distant lands to see and talk with him.

The Queen of Sheba, hearing of his fame, decided to visit him and put his wisdom to the test. She brought with her a bouquet of wax flowers which were so skillfully made that the sharpest eye could not tell them from the flowers that grew in the fields. When she entered the king's presence she placed before him the bouquet of wax flowers and a similar one of real flowers. She then asked him to tell her which were the real flowers.

The king was puzzled. He looked at the bouquets very carefully, but his eye was not keen enough to tell which of them was made of real flowers. He was on the point of declaring that he could not decide the question when he caught sight of a bee outside the window. At his command the window was opened, and the bee flew into the room. After circling around for a few moments it lighted on one of the bouquets and quickly buried itself in the heart of a big morning-glory blossom.

After making an outline of this story by paragraphs, close your book and write the story. Then add to it what you think King Solomon said to the Queen of Sheba and what her reply was.

SECTION 94

The Hornets' Revenge

What is the shape of a hornets' nest? Of what is it made? To what is it usually attached? Where is the entrance to it? What is inside the nest? On what do the hornets feed in winter? What will they do if you disturb them?

Tell the story which you gather from the two pictures on this page.

EXERCISE

If you have ever seen a hornets' nest, write a description of it.

SECTION 95

A Bad Day

It rained on Friday, Saturday, and Sunday. Those were dark, gloomy, dismal days. On Monday the weather was even worse. It rained, snowed, hailed, and blew all at the same time. Men, women, and children kept off the street as much as possible. I had to walk from school with my bag, a package of books, a basket, and my umbrella. I shall always remember that long and tiresome walk through the mud, water, and slush.

Read the first sentence in the foregoing description. Words following one another as do the names of the days of the week in this sentence form a **series.** Where is the comma used in this series of words? In the second sentence "dark, gloomy, dismal" form a series. What mark do you find after *dark?* after *gloomy?* Find four other series in this description and notice the use of the comma in each.

Make a rule for the use of the comma in a series of words.

EXERCISE 1

Write five sentences in which you use in a series the names of four cities; three countries; five objects in the schoolroom; four things that you wear; five

things that you eat; the names of six of your schoolmates.

EXERCISE 2

Let your answers to the following questions form a series of three or more words:

1. What things are made of iron?
2. What do horses eat?
3. What fruits are yellow?
4. What does a farmer raise?
5. What does a grocer sell?
6. What do you study?

SECTION 96

The Adventures of a Penny

Yesterday, as I was sleeping peacefully in a toy bank, I was rudely awakened by a little boy about ten years old. After being tossed and rolled about with several of my brothers for five minutes, I glided out through a little slit in the top of the bank.

The boy eagerly grasped me and shoved me into his pocket. He ran out of the house without putting on his hat, and before I could settle myself in his pocket we were in the toyshop on the corner. Here I was given to the clerk in exchange for a red top, the price of which was plainly marked 1¢.

Write the rest of the story from these suggestions:

Given by the clerk to a newsboy in exchange for a

paper—escape through a hole in his pocket—a night in the gutter—run over by a wagon—found by a little girl—put into a red cap held by a monkey—tied up in a leather bag and hidden away.

SECTION 97

Titles of Books

The story about Diamond, in Section 90, is taken from a book called "At the Back of the North Wind," by George Macdonald. If you were writing the title of this book, you would begin every important word with a capital letter.

Here are the titles of ten good books which you would enjoy reading. The name of the author of each is given:

The Story Hour ..... *Kate Douglas Wiggin*
Seven Little Sisters ..... *Jane Andrews*
The King of the Golden River ..... *John Ruskin*
A Child's Garden of Verses ..... *Robert Louis Stevenson*
Trumpet and Drum ..... *Eugene Field*
Robinson Crusoe ..... *Daniel Defoe*
Hiawatha ..... *Henry Wadsworth Longfellow*
The True Story Book ..... *Andrew Lang*
Two Little Confederates ..... *Thomas Nelson Page*
Uncle Remus ..... *Joel Chandler Harris*

If you have ever read one of these books, tell what you remember about it.

When the name of a book is used in a sentence, it is usually inclosed in quotation marks, thus:

1. I have read "The King of the Golden River."
2. Who publishes "The Story Hour"?

EXERCISE 1

Make a list of the titles and authors of eight books which you have read or have heard read. Remember that all the words in the title of a book, except the unimportant ones, should begin with capital letters.

EXERCISE 2

Write eight sentences, telling in each something that you have enjoyed in one of the books in your list.

SECTION 98

A Letter to a Friend

Write a letter to some friend telling him the names of the books you study; what study you like best and why. Tell him also what games you play and what fun you have playing them. Add anything else that you think would be of interest to him. Do not have more than three paragraphs.

Write the correct address for your letter.

SECTION 99

Buttercups

Heigh-ho! the jolly buttercups,
They're here, the smiling crew.
Without these sunny visitors,
Say, what would children do?

They come with May and grasses,
And songs the robins sing;
They hold the roving sunbeams,
A wealth of joy they bring.

Boom! boom! the bees have found them,
The saucy, burly bees
That fly o'er field and woodland
To plunder such as these.

See! dimpled chins are bending
Above the cups of gold,
And childish eyes alone can read
The tale the flowers have told.

—ALIX THORN

Why are buttercups called *jolly?* the *smiling crew? sunny visitors?* How do they hold the *roving sunshine?* Why are the bees called *saucy, burly* bees? What is meant by the last line in the third stanza? What picture do you see in the last stanza? What tale is referred to in the last line?

Why is an apostrophe used in the first word of the second line? Look at the second stanza. Why is the fourth word in the first line written with a capital?

EXERCISE

Write from dictation the first, third, and fourth stanzas of the poem.

SECTION 100

The Exclamation Point

Notice the mark after *Heigh-ho* in the poem "Buttercups." The person who is supposed to be talking is surprised and happy to find the buttercups. How does he show this as he exclaims *Heigh-ho!* The mark after *Heigh-ho* shows that he exclaims it in a surprised and happy way. If we had been near, we should have looked to see what he had found. The mark is called an **exclamation point.** It tells us how the person said *Heigh-ho.*

Where in the third stanza do you find exclamation points? Who say *Boom! boom!* How do the bees feel? How do they say *Boom! boom!* Why?

Where in the fourth stanza do you find an exclamation point? Who exclaims *See?* What do you see? How does the person exclaim it? What do you think he does as he says it? If you were near, you would turn quickly to look. Why?

EXERCISE 1

Find exclamation points in some of your reading lessons. Read to the class the sentences that contain exclamations. Tell what each of them shows about how the speaker feels and how he speaks.

EXERCISE 2

Write five sentences, using an exclamation in each sentence.

SECTION 101

A Story from Pictures

Find out all you can about the duties of life-saving men whenever a ship is wrecked near their station. Then tell the story which these pictures suggest.

SECTION 102

Exclamatory Sentences

As the gale increased one of the men in the life-saving station exclaimed:

1. What an awful night it is!
2. How the wind howls!
3. How it thunders!
4. Listen! some ship must be in distress!
5. Hear the cannon's boom! boom!
6. Quick! or we shall not be able to help the poor sailors!
7. How glad I am that we are not on the vessel!
8. What! you will not go with us!

In his excitement about the storm the life-saving man cries out, or exclaims. In each case he uses an exclamatory sentence. What mark do you find after each of these sentences?

EXERCISE 1

Write from dictation the foregoing exclamatory sentences.

EXERCISE 2

Find in your reader four sentences that are followed by exclamation points. Read them to the class and tell in each case why the exclamation point is used.

SECTION 103

A Suggested Conversation

One morning Mrs. Archer went to the city to do some shopping, leaving Howard and Cora at home to mind the baby. She had told them that they could play in any part of the house except the sitting-room; that she had just gilded a rocking-chair and placed it there to dry. About an hour after her departure, Howard and Cora found in the pantry a bucket of green paint and a brush. When their mother returned home about dinner time, what was her surprise to find her gilded chair a bright green, the baby's hands and knees the same color, and a puddle of paint on the sitting-room floor!

Write out the conversation which you think took place between Mrs. Archer and her children.

SECTION 104

Washington and the Corporal

While the Revolutionary War was going on, a small squad of soldiers, under the command of a corporal, were building a fort. As his men were straining every muscle in an attempt to place a very heavy log in position, the corporal, without lending a hand, kept shouting out, "Heave away! All together! Heave ho!"

A man, who looked as if he might be a well-to-do-farmer, rode up and asked the commander of the squad why he did

not assist his men in their work. Turning toward the newcomer, he replied with a grand air, "Sir, I am a corporal."

"I beg your pardon, Mr. Corporal; I was not aware of your rank," said the man, taking off his hat and bowing. He then dismounted and helped the soldiers to place the heavy timbers until the sweat stood in drops on his forehead.

When the work had been finished, he turned to the man in command of the squad and said, "Mr. Corporal, when you need help on another such job, send for your commander-in-chief, and I will come and assist you a second time."

The corporal was thunderstruck. It was Washington, the commander-in-chief of the army, whom he had been ordering about for the last hour.

Write this story. Be sure to use quotation marks, capital letters, and commas correctly.

SECTION 105

Little Elsie

On a bright day in early spring little Elsie went out to play. She was so happy to be out of doors in the warm sunshine and fresh air that she danced about and talked to everything that she saw or heard.

"Who tossed my hair about?" she asked. "I did it," answered Mr. Wind.

"Who built that nest up in the tree?" she asked. "I did it," said a robin redbreast from a branch over her head.

"Who brought you out of the ground, little crocus?" she asked. "I did it," said the sun. "I did it," said the far-away voice of the rain.

"Sweet green grass, who placed a warm blanket over you all winter?" "I did it," said the snow; "then I melted and watered the roots. I, too, love the grass. How soft it is!"

"Who splashed all that mud on my little girl's dress?" called out Elsie's father as he came home to dinner. "I did it, father. The birds made me do it. I saw a bluebird up in that tree. I couldn't look up and down at the same time, and before I knew it I had stepped into a mudhole. I am too happy to eat dinner, father. Let me stay out here with the birds."

What little girl fell asleep at the supper table? Can you guess, and can you tell why?

Tell the story of little Elsie. Be sure to ask each question in such a way that the correct answer will be "I did it."

SECTION 106

Did and *Done*

Read these sentences:

1. John has done his work well.
2. I have done what you told me to do.
3. What had he done before you came home?
4. The boys have done well in their studies.
5. The teacher has done all she could to help them.

Has done, have done, and *had done* are used correctly in the foregoing sentences. Remember that—

Has, have, and *had* are never used before *did.*

EXERCISE 1

Copy and fill correctly the blanks in the following sentences with *did* or *done:*

1. The man has —— the work.
2. He —— it while you were away.
3. Henry and James have —— more than I have.
4. They —— more than Ellen and Mary.
5. Jack —— it.
6. He had —— it before the teacher came.
7. I forgive him, for he —— me a favor yesterday.

EXERCISE 2

Write five sentences in which *done* is used correctly, and five in which *did* is used correctly.

SECTION 107

The Robin's Rain Song

In the tall elm tree sat the robin bright,
Through the rainy April day,
And he caroled clear with a pure delight,
In the face of the sky so gray.

And the silver rain through the blossoms dropped,
    And fell on the robin's coat
And his brave red breast, but he never stopped
    Piping his cheerful note;

For O, the fields were green and glad,
    And the blissful life that stirred
In the earth's wide breast was full and warm
    In the heart of the little bird.
The rain-cloud lifted, the sunset light
    Streamed wide over valley and hill,
As the plains of heaven the land grew bright,
    And the warm south wind was still.

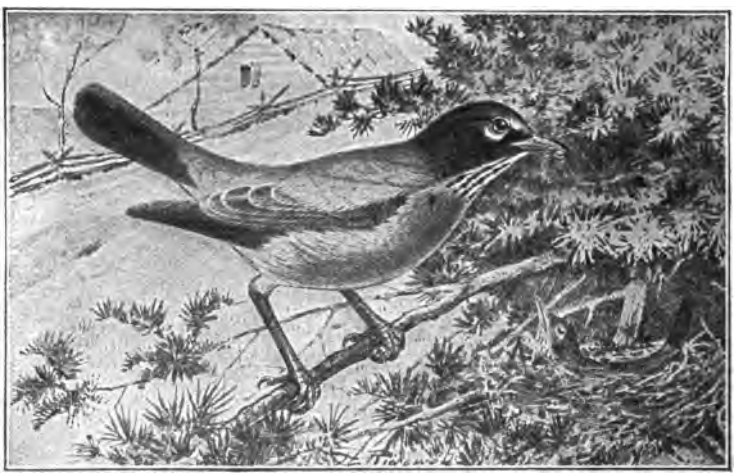
Then loud and clear called the happy bird,
    And rapturously he sang,
Till wood and meadow and river side
    With jubilant echoes rang.
But the sun dropped down in the quiet west,
    And he hushed his song at last;
All nature softly sank to rest,
    And the April day had passed.

—Celia Thaxter

What simple story do you gather from this poem? What is the meaning of *caroled?* of *in the face of?* When does the rain look like silver? How would you express in your own words "Piping his cheerful note"? Describe the picture that the first stanza presents to your mind.

Read the second stanza and tell why the robin was singing. During what season are the fields green and glad? After a rainy day in spring what frequently happens about sunset? What effect did the sunlight have upon the robin? When did he stop singing?

SECTION 108



The Intelligence of Birds

A bird shows his intelligence in many ways. One is by the way he acts when he cannot do as he is used to doing. A robin, I know of, wished to build a nest but could not find mud to put into it, for it was a very dry time, and there were no streams near. Now, a robin's nest must have mud, and the bird seemed puzzled for a while.

She went to a bathing-dish that the people of the house kept filled with water for the birds, jumped into it, and got her legs very wet. Then she flew to the road, and tramped around in the dust and dirt. In a short time her legs had a good coating of mud, which she carefully picked off with her bill and took to the nest she was building.

This she did a great many times, and the lady who told me of it watched the robin till she had as much mud as she needed.

—Olive Thorne Miller

Tell this story in your own words; then write it.

EXERCISE

Tell the story which is suggested to you by the picture at the beginning of this section.

SECTION 109

Lucy's Birthday Party

Here are some of the things that were said at Lucy's birthday party:

1. "Please pass me those grapes."
2. "Those apples are very good. Won't you have one of them?"
3. "Lucy, where did you get those beautiful flowers?"
4. "Aunt Jane gave them to me. She gathered those daisies this morning."
5. "Those roses are so pretty that I am going to ask you to give me one of them."

EXERCISE 1

Write the foregoing sentences from dictation.

EXERCISE 2

Write five sentences about things in the schoolroom. Use *those* correctly in each sentence.

SECTION 110

Lord and Lady Flicker

One April day while passing through an unused field I came to the spot where a large tree had once stood. During a storm some years before, it had been broken by the wind at a height of twelve or fifteen feet from the ground; so now only a tall decayed stump was left standing. Up its side, a little higher than one could reach with a walking cane, was a hole about the size of a large apple. On the ground beneath were many little pieces of wood like small chips. It appeared that some one had been cutting a hole in the old dead stub.

A low, vigorous pounding was going on inside, so I tapped on the wood with my knife to see if the workman within would appear. In a moment a long bill was thrust out of the hole, followed by a light brown chin and a pair of black eyes, which looked sharply down as if to ask what business I had there. Again I tapped, and out flew a bird a little larger than a robin. Its breast was spotted, a large white patch was plainly seen on the lower part of its back, and there was much yellow about the wings and tail. It was a flicker, the bird which many people call "yellow hammer."

This tree was her tower, and there, high in that upper

room, which she and her mate were chiseling out with their bills, was to be her nest. Lord and Lady Flicker they were, who would soon be living here in their tall wood castle, safe from hawks and weasels and cats. What a cosy place it

would be for the little ones, tucked away in that great house with such thick walls all around!

—T. Gilbert Pearson

Tell this story.

EXERCISE

Find out from reading and, if possible, from observation all you can about the flicker: then write a description of it.

SECTION 111

Photograph by Rowley

A Story from a Picture and Suggestions

Tell a story from this picture and these suggestions:

1. Finding a meadow lark's nest with two eggs in it—how and where the nest was built—how the eggs looked.

2. Returning two weeks later to see the nest—finding two little, crying, featherless birds.

3. The coming of the mother bird with something in her bill—the feeding of the little ones—quiet restored.

SECTION 112

The Rabbit's Nest

John Burroughs, in his book "Squirrels and Other Fur Bearers," tells about a nest of wild rabbits. He says:

"One summer a wild rabbit came up within a few feet of my neighbor's house, scooped out a little place in the turf and reared her family there; I suppose she felt more secure from prowling cats and dogs than in the garden or vineyard. My neighbor took me out to let me into her secret. He pointed down to the ground a few feet in front of us and said, 'There it is.' I looked and saw nothing but the newly mown turf with one spot the size of my two hands where the grass was apparently dead. 'I see no rabbit nor any signs of a rabbit,' I replied. He stooped to this dry spot and lifted up a little blanket or carpet of matted dry grass and revealed one of the prettiest sights I had ever seen, and the only one of the kind I had ever looked upon—four or five little rabbits half the size of chipmunks, cuddled down in a dry, fur-lined nest. They did not move or wink, and their ears were pressed down close to their heads. My neighbor let the coverlet fall back, and they were hidden again as by magic.

"They had been discovered a few days before, when the lawn was mown, and one, as it sprang out from the nest, was killed by the mower, who mistook it for a young rat. The rest of them fled and disappeared through the grass; but the next morning they were back in the nest, where they remained for several days longer. Only at night, so far as was observed, did the mother visit and nurse them.

"There was no opening into the nest; the mat of dried grass covered it completely, so that the mother in her visits to them must have lifted it up and crept underneath. It was a very pretty and cunning device. One might have stepped upon it in his walk, but surely his eyes alone would never have penetrated the secret. I am told by men wise in the lore of the fields and woods that the rabbit always covers her nest and young with a little blanket, usually made of fur plucked from her own breast."

Tell what John Burroughs saw.

EXERCISE

Write a description of the rabbit's nest that John Burroughs tells about.

SECTION 113

A Story from Suggestions

Write a story from these suggestions:

A rabbit, lying in her nest, sees a dog approaching—jumps up and darts away—dog follows the trail, barking loudly—rabbit swims a creek and hides in a brier patch—dog loses the scent—rabbit returns to her nest.

SECTION 114

Sit—A Game

You may sit in those chairs. I will sit in this one. I will tell one of you how or where to sit, and you must obey me quickly. I shall talk very fast, and perhaps I can catch you. Here are some of the directions I may give:

1. You may sit on the bench.
2. Now sit near the table.
3. Sit up straight.
4. Sit to one side of your chair.
5. Let me sit in your chair.
6. Sit in that vacant seat.
7. Sit by me.
8. Stand up. Now sit down.

Tell what you did after each direction was given.

EXERCISE 1

Write eight directions to be given in a game of "Sit," and read them to the class. Do not use any of those that have already been given.

SECTION 115

Use of *Set*

Notice how *set* is used in these sentences:

1. Set the box of chalk on the floor.
2. Where will you set the chair?

3. I am going to set the chalk box in the corner.
4. Now you may set the basket on the desk.
5. Did you set the box of pencils where I told you?

Remember that—
Set tells what to do with something.

EXERCISE 1

Write five sentences in which *set* is used correctly.

EXERCISE 2

Use *set* or *sit* correctly in the blanks in the following sentences:

1. Come and —— on our porch to see the parade.
2. I will —— a chair at the table for you.
3. Did Mary —— this vase on the table?
4. —— down and have dinner with us.
5. You shall —— by me.
6. Where shall we —— the old hen?

SECTION 116

Hercules and the Wagoner

A man was once driving his wagon along a muddy road. The mud finally became so deep and heavy that the wheels stuck fast in the mire. The man sat on the wagon and began to beat his horses, but they could not move the heavy load. Then he fell upon his knees and called upon Hercules to help him out of his trouble.

"Lazy fellow," said Hercules. "Stir yourself and do what you can. Lay your own shoulder to the wheel. Then, if you need aid from me, you shall have it."

The man got down from his wagon and laid his shoulder to the wheel. With this assistance the horses quickly pulled the wagon out of the mud and mire.

Read this story several times and then tell it in your own words.

EXERCISE

You have often seen people treat dogs, horses, cats, and other animals cruelly. Tell about one case of this kind that you have seen. What did you do about it?

SECTION 117

Proverbs

Tell in your own words what each of these proverbs means:

1. Little strokes fell great oaks.
2. A penny saved is a penny made.
3. Look before you leap.
4. Two heads are better than one.
5. Better late than never.
6. Never look a gift horse in the mouth.
7. Heaven helps those that help themselves.
8. If at first you don't succeed,
   Try, try again.

9. Early to bed and early to rise,
Makes a man healthy, wealthy, and wise.
10. Take care of the minutes, and the hours will take care of themselves.

The story of Hercules and the Wagoner illustrates the proverb "Heaven helps those that help themselves." What proverb is illustrated by "Bruce and the Spider" (Section 83)? See if you can make up or recall a story that shows what any one of the other proverbs means.

SECTION 118

The Jack o' Lantern

1. Henry finds a pumpkin—hollows it out—cuts holes in it for eyes, nose, and mouth—puts a lighted candle inside—goes to bed leaving his Jack o' lantern in the kitchen.
2. A robber pries open the kitchen window—gets halfway in—sees the Jack o' lantern—falls backward into a rain barrel.
3. The house aroused—the robber captured.

Write this story.

SECTION 119

Use of *Lie*

Notice the use of *lie* in these sentences:

1. Lie down, Towser. Go into your kennel and lie down.
2. Lie still, Johnnie Shepherd.
3. It is so warm here that I will lie down under the tree.
4. Hush, my dear, lie still and slumber.
5. Let us lie down on this mossy bank.
6. Kitty likes to lie by the fire.

EXERCISE

Write eight sentences in which *lie* is used correctly.

SECTION 120

Lay—A Game

Do rapidly what the following sentences tell you to do:

1. Lay your book on your desk.
2. Lay your pencil on the chair.
3. You may lay a ruler on the floor.
4. Lay a paper on your desk.
5. You may lay the book on the paper.
6. Lay your hands in your lap.

Tell what you did after each direction was given.

Remember that—

Lay tells what to do with something.

EXERCISE 1

Write six directions to be given in a game of "Lay," and read them to the class. Do not use any of those that have already been given.

EXERCISE 2

In the following sentences fill the blanks properly with *lie* or *lay:*

1. The hens —— eggs.
2. The cows —— down.
3. —— your books away.
4. A mason can —— bricks very fast.
5. Do you like to —— on the cool grass?
6. You may —— a rug on the grass and —— down on it.

SECTION 121

A Story from a Picture and Suggestions

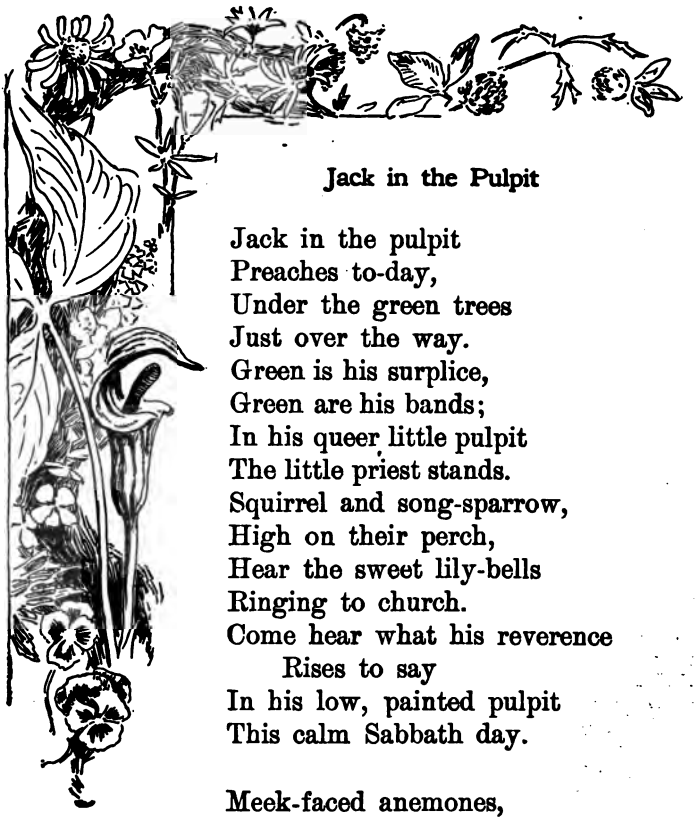
Tell the story that you gather from the picture on the opposite page and from the following suggestions:

Preparing the land to receive the seed—sowing the seed—the coming up of the plants—their growth—change of color as they ripen—harvesting the crop.

Tell the Bible story of "The Sower Who Went Forth to Sow."

(151) The Sower Millet

SECTION 122



Jack in the Pulpit

Jack in the pulpit
Preaches to-day,
Under the green trees
Just over the way.
Green is his surplice,
Green are his bands;
In his queer little pulpit
The little priest stands.
Squirrel and song-sparrow,
High on their perch,
Hear the sweet lily-bells
Ringing to church.
Come hear what his reverence
Rises to say
In his low, painted pulpit
This calm Sabbath day.

Meek-faced anemones,
Drooping and sad;
Great yellow violets,
Smiling out glad;
Buttercups' faces,
Beaming and bright;

Clovers with bonnets,
  Some red and some white;
Daisies, their white fingers
  Half-clasped in prayer;
Dandelions, proud of
  The gold of their hair;
Innocents, children
  Guileless and frail,
Meek little faces
  Upturned and pale;
Wildwood geraniums,
  All in their best,
Languidly leaning,
  In purple gauze dressed—
All are assembled
  This sweet Sabbath day
To hear what the priest
  In his pulpit will say.

. . . . .

We heard not the preacher
  Expound or discuss;
But we looked at the people,
  And they looked at us.
We all saw their dresses—
  Their colors and shapes;
The trim of their bonnets,
  The cut of their capes;
We heard the wind-organ,
  The bee, and the bird,
But of Jack in the pulpit
  We heard not a word!

—Clara Smith

Describe the pulpit and the preacher. Where was the church? What called the people to it? Who were the people? How were they dressed? What made the music? What important part of the church service was omitted? If possible, bring the preacher and his congregation to the classroom.

SECTION 123

Louise and Her Questions

There was once a little girl who wished for nearly everything she saw. Her mother said to her one day, "Louise, your Aunt Alice and I are going to the city. I should like to take you with us, but you always worry me by teasing for so many things."

"Do I tease, mother?" asked Louise; "I didn't know it. If you will let me go, I'll promise not to tease."

"Very well," said her mother, "you may go on one condition. Auntie will take a notebook and pencil, and every time you tease for anything, she will write it down in her notebook. If you ask for ten things, you must stay at home the next time I go to the city."

"All right, mother," said Louise, clapping her hands with delight. "You'll see that I can keep from teasing. I'll not ask for more than two things, I'm sure."

"We'll see," said her mother.

The first store which they visited was a department store. These are the questions Louise asked there:

"May I have that pretty red cloak, mother?" "May I have one of those wide sashes?" "Oh! mother, may I have

that long feather for my hat?" "Just see that pretty red dress with brass buttons! May I have it, mother?"

When Louise was not looking, Aunt Alice wrote down every question. She smiled as they left the store.

The next place they visited was a toyshop. As they entered, Louise caught sight of the dolls. Without thinking, she began to ask questions:

"Look, mother! May I have that big doll that opens and shuts its eyes?" "May I have that picture book?" "May I have that doll carriage?" "I do want this pretty hammock. May I have it, mother?" "What a funny elephant! May I have it, mother?" "May I have this Shetland pony, and may I have one of those woolly lambs?"

Their last visit was to a candy store. The questions came out of Louise's mouth in a stream:

"May I have some of those chocolate creams, mother?" "May I have a whole pound of caramels?" "May I have some of those pink twisted candies?" "Oh! may I have one of those baskets of figs?" "Here is just the kind of nuts I like. May I have some, mother?" "May I have one of those big oranges?"

That evening, as mother, father, Aunt Alice, and Louise sat about the cheery grate fire, her father asked, "Did my little girl remember not to tease to-day?"

"Perhaps I can answer that question better than Louise," said her Auntie; and she opened the notebook, which she had in her hand, and read the questions.

Louise climbed up into her father's lap, threw her arms around his neck, and cried as if her heart would break. "Oh, father, I didn't know I was such a bother! What shall I do with myself?"

After thinking the matter over for a few minutes, her father said, "Of course you cannot go to town next Wednesday with your mother, for you asked many more than ten questions. You may go next Saturday; but if you begin to tease in any store, mother will give you a seat, and you must not leave it until she is through shopping. She will come for you when she is ready to leave the store. What do you think of that plan?"

"It's all right, father," sobbed Louise; "I don't wish to tease."

Many times after this Louise had to sit in stores and wait for her mother; but at last she was broken of her bad habit.

Your teacher will ask one of you to take the part of Aunt Alice, another of Louise, another of her mother, and another of her father. Read in turn what is said by the one whose part you have taken. Tell the story in your own words.

SECTION 124

The Arab and His Horse

An Arab loves his horse almost as much as he loves his children. In fact, his horse lives among his children, and they make a playmate of it. For this reason it is very difficult to induce an Arab to part with his horse.

The French consul in Alexandria, Egypt, once saw a very beautiful Arabian horse. He made up his mind to buy it if possible. He wished to send it to the king of France as a present.

(157) **The Arab and His Horse.**

The owner of the animal was a very poor man, and he had a very large family to support. He loved his horse dearly; but when he thought of his hungry children at home, he decided to accept the large purse of gold which the consul offered for it.

As the Arab took the purse of gold, the noble animal turned and rubbed its nose against his master's shoulder as if bidding him a loving farewell. Throwing his arms around the arched neck of the beautiful steed, he lovingly and tenderly stroked the glossy mane; then he burst into tears. As the consul advanced to take hold of the bridle, the Arab dashed the tears from his eyes, threw the purse of gold on the ground, sprang upon his horse, and was soon out of sight.

Make an outline of this story by paragraphs; then close your book and write the story.

SECTION 125

May and *Can*

May I go? *means* Do you give me permission to go?
You may go *means* You have permission to go.
May John go? *means* Do you give John permission to go?
John may go *means* John has permission to go.
Can the baby walk? *means* Is the baby able to walk?
Can you read? *means* Are you able to read?

See if you can make a rule for the correct use of *may* and *can.*

EXERCISE 1

Close your book and write as many of Louise's questions (Section 123) as you can remember. Write at least ten.

EXERCISE 2

Make a list of all the contractions in the story of "Louise and Her Questions." Give the two words for which each stands.

SECTION 126

Beaver Jim

One day Beaver Jim, who was a noted trapper, was resting on the bank of one of the frozen rivers of the Northwest. He had made a long journey on the ice, and his skates, which he had taken off, were lying on the ground beside him.

As he arose to continue his journey, he was suddenly surrounded by a crowd of threatening, yelling Indians. He knew at a glance that they were on the warpath, and that his life was in danger. Without showing the least sign of fear, however, he folded his arms and calmly faced the savages.

Just then the chief of the tribe noticed the skates and asked what they were for. A ray of hope darted into Jim's mind as he answered in the Indian tongue, "The paleface

uses these in place of wings; with them he can skim along as a bird flies through the air."

With a grunt of doubt, the chief expressed a desire to try the wings of the paleface. Laying aside his gun, Beaver Jim quickly fastened the skates on the Indian's feet and started him off. Instantly he measured his length on the ice amid the laughter and shouts of the other redskins. After several failures, he succeeded in getting on his feet again, only to fall as before. Then he got up again, but no sooner was he up than down.

The disgusted chief then ordered Beaver Jim to put on the wings and show him how to use them. Quickly strapping the skates on his feet, Jim began to play almost as queer antics as the chief. The shouts and laughter of the Indians burst forth again as he fell sprawling on the ice.

On pretense that he could not stand without the support of his gun, he asked one of the Indians to get it for him. As soon as it was handed to him, he began to make circles which gradually carried him farther and farther away from the redskins. Finally, with a yell of defiance, he started off in a straight line with the speed of a bullet. The Indians were so much astonished that before a bow could be bent or a shaft sent in pursuit, Beaver Jim was out of reach of their arrows.

Tell this story by paragraphs.

EXERCISE

You have no doubt read or heard many stories about Indians. Write one of these stories from memory.

SECTION 127

A Journey

Tell about some journey that you have made. Where did you go? When? How did you travel? What things of interest did you see on the way? How did you amuse yourself or others while traveling? What did you do when you arrived at the place to which you were going? How long did you stay? What did you do while there? Tell anything of interest that happened as you returned.

EXERCISE

Write what you have told about your journey; then read it to the class.

SECTION 128

A Visit to a Blacksmith Shop

Visit a blacksmith shop when a horse is being shod. Describe in writing what you saw there. Perhaps these suggestions will help you:

1. The shop or smithy itself and its location.
2. How the shop is fitted up. The forge, the anvil, the bellows, and the hammer or sledge.
3. The blacksmith.
4. How the horse was shod.

The Blacksmith

SECTION 129

The Study of a Picture

From what you have noticed in visiting a blacksmith shop you will be able to describe the picture on the opposite page. In what respect does this shop differ from the one you visited? What points has the artist brought out very plainly? What has he omitted? What reason can you give for his omitting these details? If you were drawing a picture of a blacksmith shop, what points would you bring out clearly?

EXERCISE

Write your description of the picture on the opposite page.

SECTION 130

The Village Blacksmith

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;

His brow is wet with honest sweat,—
  He earns whate'er he can;
And he looks the whole world in the face,
  For he owes not any man.

Week in, week out, from morn till night,
  You can hear his bellows blow;
You can hear him swing his heavy sledge,
  With measured beat and slow,
Like the sexton ringing the village bell,
  When the evening sun is low.

And children coming home from school
  Look in at the open door;
They love to see the flaming forge,
  And hear the bellows roar,
And catch the burning sparks that fly
  Like chaff from a threshing-floor.

He goes on Sunday to the church,
  And sits among his boys;
He hears the parson pray and preach,
  He hears his daughter's voice
Singing in the village choir,
  And it makes his heart rejoice.

It sounds to him like her mother's voice,
  Singing in Paradise!
He needs must think of her once more,
  How in the grave she lies;
And with his hard, rough hand he wipes
  A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
  Onward through life he goes;
Each morning sees some task begun,
  Each evening sees its close;
Something attempted, something done,
  Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
  For the lesson thou hast taught!
Thus at the flaming forge of life
  Our fortunes must be wrought;
Thus on its sounding anvil shaped
  Each burning deed and thought.

—Henry Wadsworth Longfellow

The author of this poem had often stopped at a blacksmith shop and watched the smith at work. You described in prose what you saw at the shop. He describes in poetry what he saw. Compare the location of the two shops. Compare the personal appearance of the two smiths. Compare what you saw there with what Longfellow saw. Most of his poem is a description of what? What does he think of the man? What are the qualities of the man which he admires? What lesson does the poem teach?

Which stanza do you like best? What do you like about it? Learn it by heart.

SECTION 131

A Modern Noah's Ark

From this picture and the following suggestions write a story:

1. A rainstorm—three chicks lost from their mother—wandering helplessly about—finding refuge in a wooden shoe—going to sleep.
2. The rising of the water—the wooden shoe like Noah's ark—what happened during the night.
3. The going down of the water the next morning—the chicks safe at home again.

Tell in your own words the Bible story of Noah's ark.

SECTION 132

Frederick and His Page

Frederick the Great, King of Prussia, one day rang his bell. As no one answered, he opened the door and found his page fast asleep in a rocking-chair. The king was on the point of awakening him, when he saw a letter hanging out of his pocket. Prompted by his curiosity to know what the letter contained, he took it out and read it.

It was a letter from the young man's mother, in which she thanked him for having sent her a part of his wages to relieve her poverty. It closed with a prayer that God would reward him for his dutiful affection.

After reading the letter, the king went softly back into his chamber and soon returned with a purse filled with gold pieces. This he slipped with the letter into the page's pocket. Again returning to the chamber, he rang the bell loudly. The page awakened with a start, and instantly answered the call.

"You have been asleep," said the king, as his page hastened into the room.

The young man was at a loss to know how to excuse himself, and in his confusion he put his hand into his pocket. To his utter astonishment, he there found the purse of gold. He took it out, turned pale, and, looking at the king, burst into tears without being able to utter a single word.

"What is the matter?" asked Frederick.

"Ah, sire," said the young man, throwing himself on his knees; "somebody seeks my ruin. I know nothing of this money which I have just found in my pocket."

"My young friend," said Frederick, "God often does great things for us even in our sleep; send the money to your mother; salute her for me, and assure her that I will take care of both her and you."

Write this story.

EXERCISE

You doubtless know some one who is always glad to help the poor and needy. Tell about some act of charity on the part of this person.

SECTION 133

A Story from Suggestions

Write a story from these suggestions:

1. A train passing through a forest—a flying spark falls among dry leaves and underbrush—beginning of the fire.
2. A high wind—the spread of the flames—fighting the fire—a heavy rain.
3. The damage done.

Or,

1. A big fire in the grate—a piece of burning coal rolls out on the floor—the smoke—the people in the house awake and escape—the alarm.
2. Arrival of the fire-engines—putting out the fire.

SECTION 134

A Letter from Japan

Kobe, Japan,
Dec. 25, 1905.

My dear Friend,

I have been asked to write you a letter about how the children of this country amuse themselves. Now, there are so many interesting things to say on this subject that I scarcely know where to begin. I have learned, however, that your favorite holiday is called Christmas, and that you are celebrating it to-day. I shall therefore tell you something about our favorite holidays.

On the third day of the third month of the year the Feast of the Dolls is held. On this day my little sister Haru, as well as every other little girl in Japan, plays dolls from morning until night.

You have never seen so many dolls in your life. There are big dolls and little dolls, new dolls and old dolls. Some of them belonged to our grandmother's great-grandmother. They have been handed down from mother to daughter for years and years. As a mark of respect, Haru dresses one doll like the emperor of Japan, and another like the empress.

When night comes she kisses her dolls good-by, for most of them will be stored away for a year. She soon goes to sleep, and dreams that the Feast of the Dolls comes every day.

The boys, as well as the girls, have their day for fun. The Feast of the Flags comes on the fifth day of the fifth

month of the year. Every boy in Japan is expected to have a good time on this day. The girls have to stand back and look on.

After I go to sleep the night before the Feast of the Flags, my father and mother unpack the toys that I played with the year before. They are all spread out in the same room in which Haru played with her dolls. If anything, there are more toys than there were dolls—toy guns, toy swords, toy soldiers, toy cannon, and toy animals. In fact, there is every kind of toy that a boy could wish for.

Bright and early the next morning my father calls the whole family to see the flags raised. You would not call them flags, for they are really long paper fishes. He has three of these flags—one for each boy in the family. The flags are fastened to a string which goes through a ring at the top of a high pole in front of our house. Being the oldest son, I have the honor of raising the flags to the top of the pole.

Some of the flags are ten or twelve feet long. They are hollow, and the wind quickly fills them with air. When the wind blows hard, they pull on the string as a live fish does when caught on a hook.

After the flags have been raised, my brothers and I are at liberty to play with the toys the rest of the day. When night comes, I have no doubt that we are as tired as you have felt after spending a joyous holiday.

Your sincere friend,

Koko Takahira.

Write a reply to this letter.

SECTION 135

Beautiful Ways of Saying Things

Here are some beautiful things that different writers have said about the brook. They speak of it as if it were a person like ourselves:

1. "The little brook's learning a lesson—
A spring song of ripple and fun;
The whole world will join in the chorus,
As soon as the tune is begun."

Why does the writer speak of the song of the brook? When has it sung to you? What kind of song was it? How will the whole world join in the chorus? When will the tune begin?

2. "I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever."

How do you like Tennyson's picture of a brook? What about it do you like best?

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3. "I come from rocky caverns deep;
O'er stones and moss my course I keep;
Upon my bosom gently lies
The image of the azure skies."

What do you think of this description by Goethe? Where have you seen the azure (blue) sky pictured on the bosom (surface) of the water?

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4. "Merry, rollicking, frolicking May
Into the woods came skipping one day;
She teased the brook till he laughed outright,
And gurgled and scolded with all his might."

Why should the month of May be described as merry, rollicking, frolicking? In cold countries how does May make the brook laugh?

These beautiful descriptions might be called word-pictures. We get as much pleasure from reading them as we do from looking at beautiful paintings.

In the stories or poems that you have read or learned, what word-pictures do you like? Read to the class your favorite word-picture.

SECTION 136

Katrina Wolfchen

This is a picture of Katrina Wolfchen, a short sketch of whose life, up to date, is as follows:

Katrina's mother was a wary old coyote of western Nebraska, who made a good living by robbing henroosts at some distance from her home. At last she was caught in a trap. Her seven infants were dug out of their underground den on the prairie, and two of them were shipped to De Kalb, Illinois.

They were about two weeks old when they took this journey, and each was but little larger than a man's fist. A wooden box ten inches long and eight inches wide, in which they were shipped, furnished them ample room for moving about and for lying down. They were quarrelsome little animals, happiest when eating bread and milk from their quart pan, over the edge of which they could barely reach with comfort.

When about a month old, one of them died. The other one was given to the Normal School for its menagerie of wild animals. Here the savage little stranger was named Katrina Wolfchen.

Katrina was sick when she entered the school, but under the wise, loving care of her keeper she quickly recovered. She was often scrubbed with castile soap, after which she wore a blanket to keep her from taking cold.

Katrina met with her share of infantile accidents. A few days after she had been installed in her new home she fell from a table and broke one of her fore legs. This gave her a one-sided walk. Later on she fell again from the same table and broke the other fore leg; after which she had a bow-legged walk. In time, however, her legs straightened so that no trace is now left of her deformity.

About once a week, or sometimes oftener, Katrina is taken out for a walk or a run. These are red-letter days to her. Once, when her keeper took her out to see a ball game, she became excited and jerked her leading string from his hand. She quickly bounded after the rolling ball, caught it in her mouth, and ran off. After a long and exciting chase she was captured, and her fun ended for that day.

She is now about two years old and quite handsome, as you can see from her picture. She is a great favorite at school, and for a wolf she is remarkably tame and affectionate.

EXERCISE

Write about the taming of some wild animal that you know or have heard of.

SECTION 137

The Coyote

Find out all you can about the coyote. Perhaps the following suggestions will help you:

(*a*) To what family of animals it belongs; its size, shape, and color; (*b*) where found; (*c*) its home and how made; (*d*) on what it lives and how it gets food.

Write what you have learned about the coyote. Conclude with some interesting story that you have heard or read about this animal.

SECTION 138

The Wolf, the Goat, and the Kid

"Good-bye, my little one," said Mrs. White Paw, the goat, to her daughter, Nanny.

"Don't go, mother. I am afraid to stay here alone," cried little Nanny.

"But I must, my child; we haven't a thing in the house to eat. There is nothing to fear but the prowling wolf. Bar the door when I am gone; then he cannot get in. Do not open the door unless this password is given, 'Cursed be the wolf and all his race.'"

The mother, as she trotted away, felt no fear for her little daughter's safety. "No one knows that watchword but myself," she said; "but I shall be very glad when Nanny is old enough to go out with me to dine on the green hill. She is lonely while I am away."

The door had scarcely closed before little Nanny went to sleep; but she was not so safe as the mother thought, for slinking in the bushes near Mrs. White Paw's home was the hateful wolf. He heard the password given by the mother to her little one, and laughed at the thought of the good feast which he should have by and by.

After the mother had been away for some time, the wolf sneaked to the door of the little house. He knocked, and gave the password "Cursed be the wolf and all his race," in tones much resembling Mrs. White Paw's voice.

Nanny started to open the door, thinking that her mother had returned; but she stopped, for the voice had not sounded quite like her mother's. "I will make doubly sure that it is no one but my mother," she said to herself. So she called out, "If it be you, mother, show me your white paw before I open the door."

The wolf was angry, for he had no white paw to show. He gave a long, disappointed howl and slunk away.

The mother heard the howl as she turned her face homeward. "That will frighten Nanny," she said, so she hurried home.

On reaching the house, she knocked and called out in a cheery voice, "Cursed be the wolf and all his race."

Nanny did not open the door at once, but called back, "Show me your white paw, mother." Mrs. White Paw put her paw to the crack in the door, and it flew open.

"Why did you not let me in as soon as I gave the password, Nanny?" asked her mother.

Nanny told her of the wolf's visit. Mrs. White Paw was very proud of her daughter because she had shown so much wisdom.

"Now have your supper, my brave Nanny, and go to

bed. How glad I am that you are safe!" said the happy mother.

After you have told this story, you may choose one member of the class to act the part of Mrs. White Paw, another of Nanny, and another of the wolf.

EXERCISE

Tell in writing what preparations were made for acting this story, who took the various parts, and how each part was acted.

SECTION 139

A Study of the Oak Tree

Where nave you seen an oak tree growing? What is the general shape of the tree? How does it differ in shape from other trees? Describe the bark. How

many years do some oak trees live? For what is oak timber used? What are the good points about the timber? How do these good qualities make it valuable in shipbuilding? What do you know about the strength of the roots?

From what kind of seed does an oak tree grow? How large is this seed? When do the acorns ripen? Did you ever see or hear acorns fall? What becomes of them after they fall? How do the little oaks get out from such a hard shell? Have you seen sprouting acorns? Describe them. When do they sprout?

What do we call little oaks only a year or two old? Examine the roots of one of these little trees. Of what do the fine roots remind you? Of what use are the roots? Where do they find nourishment? Why do the roots spread out?

EXERCISE 1

Write a description of the oak tree, answering the questions asked here.

EXERCISE 2

From observation and reading, find out the correct answers to questions about the pine tree similar to those about the oak. Write a description of the pine tree.

SECTION 140

The Oak Tree

Sing for the Oak Tree,
The monarch of the wood;
Sing for the Oak Tree,
That groweth green and good;
That groweth broad and branching
Within the forest shade;
That groweth now, and yet shall grow
When we are lowly laid!

The Oak Tree was an acorn once,
And fell upon the earth;
The sun and showers nourished it,
And gave the Oak Tree birth.
The little sprouting Oak Tree!
Two leaves it had at first,
Till sun and showers had nourished it,
Then out the branches burst.

The little sapling Oak Tree!
Its root was like a thread
Till the kindly earth had nourished it,
Then out it freely spread;
On this side and on that side
It grappled with the ground,
And in the ancient, rifted rock
Its firmest footing found.

The winds came, and the rain fell;
The gusty tempests blew;
All, all were friends to the Oak Tree,
And stronger yet it grew.
The boy that saw the acorn fall,
He feeble grew and gray;
But the oak was still a thriving tree,
And strengthened every day.

Four centuries grows the Oak Tree,
Nor doth its verdure fail;
Its heart is like the ironwood,
Its bark like plated mail.
Now, cut us down the Oak Tree,
The monarch of the wood;
And of its timbers stout and strong
We'll build a vessel good.

The Oak Tree of the forest
Both east and west shall fly;
And the blessings of a thousand lands
Upon our ship shall lie!
For she shall not be a man-of-war,
Nor a pirate shall she bo:
But a noble, Christian merchant ship
To sail upon the sea.

Then sing for the Oak Tree,
The monarch of the wood;
Sing for the Oak Tree,
That groweth green and good;

That groweth broad and branching
Within the forest shade;
That groweth now, and yet shall grow
When we are lowly laid!

—MARY HOWITT

Read this poem and see if the description here corresponds with what you know of the oak tree.

EXERCISE

Learn the first three stanzas and write them from memory.

SECTION 141

Figures of Speech

What is the oak tree called in the first stanza of the poem? Why is this a good name for it? It has also been called "the king of the forest." Think of another good name for it, and tell why you think it is a good name.

In the third stanza the root of the sapling is compared to what? Why is that a good comparison? Of what does the root remind you?

In the fifth stanza its heart is compared to what? What is the heart of the oak? What are the characteristics of ironwood? Why is the comparison a good one? Think of another comparison that shows the great strength of the oak tree.

With what is its bark compared in the fifth stanza? What is plated mail? What do you think suggested that comparison to the author of the poem? How has the poem been helped by these figures of speech?

EXERCISE

Find four figures of speech in "The Village Blacksmith" (Section 129). Explain each of them. Find in other poems six figures of speech. Read and explain each of them to the class.

SECTION 142

Pictures from the Poets

1. At evening when I go to bed,
I see the stars shine overhead;
They are the little daisies white
That dot the meadows of the night.

—SHERMAN

Where do you usually find daisies? How does this poet speak of the sky? In what ways do stars resemble daisies?

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2. The sentinel stars set their watch in the sky.

—CAMPBELL

What is a sentinel? In what way do stars seem to keep watch over a sleeping army?

3. A glittering star is falling
From its shining home in the air.

—Heine

Have you ever seen a falling star? How does a falling star look as it rushes across the sky? Where does it seem to fall?

4. Silently one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the angels.

—Longfellow

In what respect does this stanza resemble the first one in this section? Why do you suppose Mr. Longfellow calls the stars "the forget-me-nots of the angels"?

5. The night is calm and cloudless,
And still as it can be,
And the stars come forth to listen
To the music of the sea.
They gather, they gather, they gather,
Until they crowd the sky,
And listen in breathless silence
To the solemn litany.

—Longfellow

How does the sea make music? What is a litany? If you have ever been on the seashore on a calm, cloudless night, tell about what you saw and heard.

6. Now the bright morning star, day's harbinger,
Comes dancing from the east.

—MILTON

What is the meaning of *harbinger?* How does the morning star announce the coming of day? How does it compare in brightness with other stars? Tell what you think the poet means by "Comes dancing from the east."

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7. Many a night I saw the Pleiades, rising thro' the mellow shade,
Glitter like a swarm of fireflies tangled in a silver braid.

—TENNYSON

The Pleiades are a small group of seven stars that can be seen only on a very clear night. Why do you think the poet compares them to fireflies? What forms the "silver braid."

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8. The stars will guide us back.

—GEORGE ELIOT

Can you point out the north star? Ask your teacher to tell you how it differs from other stars and how travelers are guided by it.

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9. Now twilight lets her curtain down
And pins it with a star. —CLARKE

What star is referred to in this selection? In what part of the heavens does the evening star appear?

EXERCISE 1

Memorize:

Twinkle, twinkle, little star;
How I wonder what you are,
Up above the world so high,
Like a diamond in the sky!

When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle, all the night.

—TAYLOR

EXERCISE 2

Find in some book that you have enjoyed reading a beautiful word-picture. Read it to the class.

SUGGESTIONS TO TEACHERS

SUGGESTIONS TO TEACHERS

NOTES

Section 2

As a foundation for language work the pupil should have a clear idea of what a sentence is. By the use of numerous and varied concrete examples this object can easily be accomplished by the teacher. At this stage of the work it is more than useless to attempt to define a sentence.

Section 4

After several pupils have told the story as outlined in Section 4, the teacher, in order to avoid repetition and monotony, should vary the suggestions. This variation may continue until a story entirely different from the original has been outlined.

The following outlines are suggestive of how the use of lessons of this character can be extended:

How Jane lost her doll—when and where she found it—what had happened to it—Jane's distress—how she was comforted with a new doll.

A crowd of boys playing ball—a long hit made—a home run—the excitement—the ball lost—the search for it—the school bell rings—the game broken up—the ball found after school.

Section 32

The application of the rule for the use of capital letters with names of places can easily be extended by the teacher so as to embrace all other geographical names. This extension, however, should be governed by the requirements of the class.

Section 51

A thorough study of the morning-glory should have been made before it is used as material on which to base language lessons. If this has been done, the questions asked in Section 51 will be readily answered by the class.

Morning-glories can be easily raised in the school garden, under the schoolroom windows, or in window boxes. In studying this plant a blossom that has just opened should be selected. Note the day of its opening and the time of day. Watch this blossom throughout the day and the days following until you have the history of one flower from the time it opens until the seeds ripen.

Often a bee goes from one flower to another, carrying pollen from the first flower, which it loses in the second. By observing the structure of the flower closely it will be noticed that the pistil is so situated that it strikes the body of the bee entering the blossom, and thus catches some of the pollen from the flower previously visited. This pollen reaches the immature seeds in the ovary, and fertilizes them so that they become "good seeds," which will, under favorable circumstances, produce plants the following year.

The study of the morning-glory as outlined here and in Section 51 is suggestive of a method of treating all nature-study lessons, and of their use as a basis for language lessons. Many such lessons should be given throughout the year. The best results can be obtained by selecting for study objects that can

be observed by the children. If for any reason it is impossible to study the morning-glory, select some other interesting nature-study subject.

Several days or even weeks of study of a plant or animal should precede the language lesson based upon that study. This work can be intelligently directed by questions similar to those in Section 51. The purpose of every question in nature-study work should be either to find out how accurately the children are observing or to guide them in their search for facts of real interest.

Section 59

Before the pupils study the review in Section 59, ask them to tell you one thing about the use of capital letters; then another, and another. In each case take time to get their answers—the best that they can give. Compare each answer, as it is given, with the rule in the book. If any vital part of the rule has been omitted, have the pupil, if possible, make his definition correct.

Take up each rule or group of rules in the same manner as has been indicated in the foregoing paragraph. Do not require pupils to learn rules by rote, but see that the ones that they formulate are correct as to fact and grammatical construction.

Section 69

Pupils should be required to make envelopes and to address them properly. The following directions for making an envelope will be found useful:

1. Cut out a square piece of blank paper ten inches on a side. Mark the upper left corner A, the lower left corner B, the lower right corner C, and the upper right corner D.

2. Draw a diagonal from A to C, and another from B to D. Mark the point where these diagonals cross E.

3. Measure off from the center three inches on each of the lines EB, EC, and ED, and place dots.

4. On the line EC mark the dot F, on the line ED mark the dot G, and on the line EB mark the dot H.

5. Draw a line from G to F, and another from F to H.

6. Cut the lines DG, GF, FH, BH.

7. Fold the line BH on the line HE. Fold the line DG on the line GE.

8. Clip the corner D so that it shall fit well under the corner B. Fold the corner A over the corners B and D.

9. Turn back and cut out the little triangles made by this last folding. Turn back again upon the corners B and D and paste.

10. Fold down the corner F.

All the letters and the lines should be made very lightly and should be folded in so that they will not show on the outside.

GENERAL SUGGESTIONS

Accurate Speech

In training children to speak accurately, an alert and tactful teacher is indispensable. When once their attention has been directed to an inaccuracy of speech, an active and relentless warfare against the error should be waged until the use of the correct form has become a habit. The children themselves will enter into this contest with a cheerful goodwill if the teacher leads them to see that the battle is theirs and that the results are well worth their earnest effort. The correct form, written at the top of the blackboard where it can be pointed to whenever the error is made, is a help toward correcting the evil.

Nagging at children in order to get them to speak correctly is thoroughly unpedagogic, and generally unfruitful of good results. The children should be working cheerfully with the teacher to establish correct forms of speech. This spirit of working together for a desired end furnishes the best atmosphere possible for the propagation and growth of good habits of speech.

The inaccuracies of speech which have been treated in this book are the use of (1) *is* for *are;* (2) *seen* for *saw;* (3) "*I ain't got any,*" "*I ain't got no,*" "*I haven't got any,*" for "*I have no*" or "*I haven't any*"; (4) *can,* in asking permission, instead of *may;* (5) *like* for *as;* (6) *me* for *I;* (7) *was* for *were;* (8) *done* for *did;* (9) *set* for *sit;* (10) *lay* for *lie;* (11) *them* for *those.*

Other incorrect forms of speech should be corrected by the teacher as they occur. This should be done in a quiet way so as not to disturb the child's thought.

Memorizing Poems and Proverbs

Every opportune moment during school hours should be devoted to memorizing gradually the poems and proverbs in

this book. After learning a poem or a number of proverbs by heart, each pupil should be required to write from memory what he has learned.

Blackboard Work

All work placed upon the blackboard by the teacher should be in large, plain script. The teacher should use the same form of letters which the children are required to use in their copybooks.

All blackboard work done by the children should be neat, and the best in the way of penmanship that they can do. There should always be a margin of about two inches at the left of their board work, and each paragraph should be as careful[1]-indented as on paper.

The Blank Book

It would be well for each child to have a blank book in which his language lessons only are written. These lessons *should not be copies* of what the pupil has written upon the board or on paper, but should be the best that he can do *unaided* at the time of writing. This written work might be done during the time allotted to "seat work." The work in this book should show steady progress in conciseness, clearness, and beauty of expression; in spelling, punctuation, and penmanship.

Occasionally the teacher should spend a day with the class in looking over these books for the purpose of finding whether or not the pupils are really making progress.

Oral Preparation for a Written Exercise

Before the pupils begin to write on any subject, there should be a careful study of the subject-matter. With the assistance of the teacher they should organize the material thoroughly;

they should put together all they have to say on a topic, and determine the sequence of topics. A discussion of the specific principles involved in writing the exercise should follow. The chief points to be discussed are (*a*) spelling, (*b*) capital letters, (*c*) punctuation, (*d*) grammatical construction.

Written Exercises

In all written work, clearness and accuracy of expression should be insisted on from the first. Since this depends on clearness of thinking, all descriptions of objects, scenes, incidents, and travels; all directions for making things; all oral reproductions by the pupils of what they have read or heard; all statements of desires, feelings, and simple processes of reasoning, must be so presented that questions as to the meaning will not arise. It is easier to correct mistakes before they are committed to paper than after.

From the first the children should be required to leave a margin of about an inch at the left of their paper. It is also important that they acquire the habit of beginning the first line of a paragraph about a half inch farther to the right than the following lines of the paragraphs.

Have the pupils notice the margin and the indentation in their readers. After this has been done, have them copy a paragraph upon the board, showing the margin and indentation.

In writing a list of unrelated sentences, as in Section 2, there is no paragraph. Each sentence, however, should be written as if it were the first sentence of a paragraph.

What Shall the Teacher Do with the Written Exercise?

It is advisable to have the pupils write the first draft of each exercise on the blackboard or on loose sheets of paper. The last five or ten minutes of the recitation period should be devoted to the criticism of these exercises by the pupils under

the guidance of the teacher. In doing this work the following steps are suggested :

1. The *general form* of the exercises should be noted. The errors that may be criticised are (*a*) no subject, (*b*) subject when given not properly capitalized, (*c*) no margin, (*d*) the first line of each paragraph not indented, (*e*) not properly paragraphed, (*f*) not enough written.

2. The *subject matter* should then be taken up. Read one of the well-written exercises and ask the children if the facts have been correctly stated, and if the whole story has been told.

3. If there is time, one or more exercises may be examined and corrected by the pupils. The points that should be discussed are (*a*) paragraphing, (*b*) grammatical construction, (*c*) punctuation, (*d*) use of capital letters, (*e*) spelling.

The next day a few minutes of the recitation period should be devoted by the teacher to a rapid review of the errors made on the previous day and to preparing the class to write the exercise in its final form. Each pupil, without interruption, should then write the exercise in his blank book. It will not be the same exercise as to wording as the one written on the previous day. The thought, however, will be the same, with some enrichment, which has come to the pupil during the intervening period.

As the class becomes more and more proficient, the help given by the teacher should decrease proportionately.

Reviews

Every lesson should be a review of points previously learned. When the pupils have learned, for example, that every telling sentence closes with a period, the teacher should see that they use this knowledge in every written lesson where a telling sen-

tence occurs. It would be well for the teacher to make a list of all the language facts which the children have learned, and see that these facts are referred to over and over again until they become permanent mental possessions.

Originality

The teacher should not aim to have the exercises of any two children alike. Children do not think in the same way, nor do they express themselves alike.

Originality of thought and freedom in expression are the vital things in written as well as in oral work.

To inculcate the habit of self-reliance, pupils should be allowed to do their written work without any interruption by the teacher. They may misspell some words and make other errors; but the free expression of thought is the chief object to be attained.

Letter Writing

As soon as the mechanical difficulties of letter writing have been fairly well mastered, the pupils should be required to write letters to some real person or persons. They may write to one of their friends who has moved to some other state, or to a pupil or teacher who is absent.

An excellent plan is to establish an interchange of letters between the pupils of your school and those of some other school. By writing to the superintendent of schools in some city, county, or province, you will doubtless be able to find out the name of some teacher whose pupils would be glad to exchange letters with yours. In this way much interesting and useful information will be gained, at first hand, by the children. (See Section 134.)

Every letter should be carefully thought out and planned before any writing is done. There should be a discussion by

the children as to what the recipient of the letter would like to hear about. From the topics suggested a few of greatest interest should be selected. As an additional aid to beginners a topical outline of the letter to be written should be placed on the blackboard.

Additional Sources of Language Lessons

(*a*) *Problems in Arithmetic* require clear thinking and accurate use of language, and therefore make excellent language lessons. The following method of development is suggested:

Lucille had a pan of candy. The pan was ten inches long and six inches wide. She divided the candy into one-inch squares, and gave each child six squares. How many children received the candy?

Draw a diagram of the pan on the board. How long shall it be made? How wide? How many rows of one-inch squares? How many squares in a row? How many one-inch squares were given to each child? How many children received six one-inch squares apiece?

After the work has been completed, have the children write a clear and concise solution of the problem, thus:

In a pan of candy ten inches long and six inches wide there are sixty one-inch squares of candy. Ten children can have six one-inch squares of candy apiece.

The work can be continued by requiring each pupil to prepare an interesting problem for the class to solve. These solutions should be briefly and concisely written by the pupils, and, if necessary, illustrated by diagrams.

(*b*) *Descriptions of construction work* also make good material for language lessons. At first articles of very simple construction should be chosen as a basis for this work. The directions for making an envelope (see note to Section 69) are suggestive of how such work can be used to advantage.

(*c*) *School gardens* furnish material for correlating language with nearly every subject taught in the grades. In some schools a book is written by the children in which they give their experiences throughout the season in their garden. Some of the facts which they give are (1) the size and location of the garden; (2) how the soil was prepared for the seed; (3) how and when the seeds were planted; (4) facts of interest in the growth of the plants; (5) how the crops were harvested; and (6) what disposition was made of the products of the garden. This work may be illustrated with outline drawings of the plants in various stages of development.

(*d*) *Cooking.* If cooking is taught in your school, lessons similar to the following can be used to advantage:

DRIED BEEF ON TOAST

½ pound of dried beef,
2 tablespoons of butter,
½ pint of milk,
1 tablespoon of flour.

Put the butter in a saucepan and add the dried beef. Fry until brown; then add the milk. Mix the flour thoroughly with a little cold milk. Stir this mixture in with the beef. Serve on toast.

How many distinct parts has this recipe? What does the first part tell? the second? Notice the form in which the first part is written. What gives it a neat appearance? Make a copy of the recipe to send to a friend.

(*e*) *Drawing.* Pupils should be encouraged to illustrate the stories that are used in the classroom. At first this work should consist of simple outline drawings. As the skill of the pupils increases, however, their drawings will become more and more complex, and some of the class, at least, will finally be able to make a fairly good representation of an entire scene. Under each picture the pupil should be required to write a description of what it is intended to represent.

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